

*This notice was not mailed.*  
*Mr. T...*

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA  
PRESIDENTIAL BUILDING  
415 TWELFTH STREET, N. W.  
WASHINGTON, D. C. 20004

ANITA FORD ALLEN, PRESIDENT  
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EVIE M. WASHINGTON  
GERTRUDE L. WILLIAMSON  
EXECUTIVE SECRETARY

February 20, 1970

NOTICE TO THE COMMUNITY OF  
PUBLIC HEARING

The Rules Committee of the Board of Education is holding a hearing on Thursday, February 26, 1970 at 4:30 p.m., at the McKinley High School auditorium, 2nd and T Streets, N.E. The purpose of the hearing is to receive public comment and suggestions in respect to:

1. The place at which business meetings of the Board are held;
2. The procedure by which all Board meetings should be conducted;
3. The relationship between the community and Board at business meetings; and
4. The relationship between the community and Board at community meetings.

We are requesting specific written comment from the Fire Department, Police Department, District Department of Buildings & Grounds, School Department of Buildings & Grounds, Assistant Superintendent for Secondary Schools and the Washington Teachers' Union.

Everybody in the District of Columbia is invited to attend, give oral testimony or present written comment. We are particularly interested in the views of students. The hearing will continue until everyone has had an opportunity to speak. Written statements would be helpful to us.

If you intend to speak at the hearing, we would appreciate your advance notice by telephoning the Executive Secretary of the Board, ST 3-6111, Extension 201, and giving us your name. Speakers will be called in the order in which notice is received.

RULES COMMITTEE OF THE  
BOARD OF EDUCATION

Bardyl R. Tirana, Chairman  
James E. Coates  
Edward L. Hancock





| <u>"NAME</u>         | <u>AGE</u>        | <u>DIVISION</u> |
|----------------------|-------------------|-----------------|
| LEWIS, LYDIA BLANCHE | 8 YEARS, 7 MONTHS | VII             |
| SCHACK, BEVERLY ANNE | 10 YEARS, 1 MONTH | VII             |

THERE BEING NO OBJECTION, THE RECOMMENDATION OF THE SUPERINTENDENT WAS APPROVED.

BOARD APPROVES OPINION OF CORPORATION COUNSEL, D. C. IN RE ATTENDANCE OF MARY ARNOLD IN NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND AND AUTHORIZES SECRETARY TO SIGN AGREEMENT RELATING THERETO.

THE SUPERINTENDENT READ THE FOLLOWING REPORT:

"OCTOBER 15, 1947

"TO THE BOARD OF EDUCATION  
OF THE DISTRICT OF COLUMBIA.

"LADIES AND GENTLEMEN:

"IN A MEMORANDUM TO THE SUPERINTENDENT, UNDER DATE OF JUNE 26, 1947, MR. A. KIGER SAVOY, ASSOCIATE SUPERINTENDENT OF SCHOOLS, CALLED ATTENTION TO THE CASE OF MARY ARNOLD, A COLORED CHILD BELONGING TO THE DISTRICT OF COLUMBIA, AND SUFFERING FROM THE DOUBLE HANDICAP OF PRONOUNCED DEFECTIVE HEARING AND DEFECTIVE VISION. THIS CHILD SINCE SEPTEMBER 1943, HAS BEEN ENROLLED IN A SPECIAL CLASS AT THE DOUGLASS-SIMMONS SCHOOL.

"ON JULY 25, 1946, DR. JOSEPH A. MURPHY, DIRECTOR OF THE SCHOOL MEDICAL INSPECTION SERVICE, DIRECTED A REPORT TO THE SUPERINTENDENT RECOMMENDING THAT MARY ARNOLD BE SENT TO THE MARYLAND SCHOOL FOR THE BLIND FOR SPECIAL INSTRUCTION. HOWEVER, THIS INSTITUTION HAS INDICATED THAT IT DID NOT FEEL EQUIPPED TO MEET THIS CHILD'S NEEDS BECAUSE OF HER DOUBLE HANDICAP, AND SHE WAS CONTINUED IN A SPECIAL CLASS AT THE DOUGLASS-SIMMONS SCHOOL. UNFORTUNATELY, THE PUBLIC SCHOOLS, LIKEWISE, HAVE BEEN UNABLE TO MEET THE NEEDS OF THIS PUPIL. A SHORT TIME AGO, THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND, LOCATED AT 999 PELHAM PARKWAY, NEW YORK CITY, EXPRESSED ITS WILLINGNESS TO ACCEPT MARY ARNOLD AT ITS SCHOOL. THE TUITION RATE AT THAT INSTITUTION IS \$1,200 FOR TEN MONTHS OF EDUCATION AND CARE, EXCLUSIVE OF THE STATED HOLIDAYS, INCLUDING CHRISTMAS AND EASTER.





"THE GUARDIAN OF MARY ARNOLD WAS INFORMED OF THIS OPPORTUNITY AND WAS REQUESTED TO ADVISE THE PUBLIC SCHOOLS WHETHER SHE WOULD ASSUME FULL RESPONSIBILITY FOR ALL COSTS IN THAT INSTITUTION IN EXCESS OF \$550 WHICH THE DISTRICT OF COLUMBIA MIGHT BE WILLING TO PAY TOWARD THE PUPIL'S EXPENSES IN THE SCHOOL.

"ON APRIL 1, 1947, THE GUARDIAN, MRS. LOUISE THOMAS, ADVISED THE PUBLIC SCHOOLS THAT SHE WAS WILLING TO HAVE THE CHILD ATTEND THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND, BUT THAT SHE WAS FINANCIALLY UNABLE TO PAY THE REMAINDER OF THE TUITION, WHICH WOULD BE \$650 FOR TEN MONTHS.

"ON JUNE 25, 1947, THE FAMILY SERVICE ASSOCIATION, 1022 - 11TH STREET, N. W., AGREED TO ASSUME FINANCIAL RESPONSIBILITY FOR THE 1947-1948 SCHOOL YEAR, EQUAL TO THE DIFFERENTIAL BETWEEN THE PER CAPITA PAID BY THE DISTRICT OF COLUMBIA FOR CASES AT THE MARYLAND SCHOOL FOR THE BLIND AND THE TUITION FEE CHARGED BY THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND. THIS PER CAPITA COST HAS RECENTLY BEEN RAISED FROM \$550 TO \$600.

"BECAUSE OF THE DIFFERENTIAL BETWEEN THE PER CAPITA COST PAID BY THE DISTRICT OF COLUMBIA AND THE TUITION FEE CHARGED BY THE NEW YORK INSTITUTE, THE SUPERINTENDENT REQUESTED THE COMMISSIONERS, UNDER DATE OF JULY 30, 1947, TO OBTAIN AN OPINION FROM THE CORPORATION COUNSEL OF THE DISTRICT OF COLUMBIA ON THE QUESTION RAISED IN THIS CASE, I.E.: CAN THE DISTRICT OF COLUMBIA ENTER INTO A CONTRACT WITH THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND, WHICH WOULD OBLIGATE IT TO PAY \$600, WHICH IS ONE-HALF OF THE TEN-MONTHS' TUITION, WITH THE UNDERSTANDING THAT THE BALANCE WOULD BE PAID BY THE FAMILY SERVICE ASSOCIATION OF THE DISTRICT OF COLUMBIA? THE SUPERINTENDENT ALSO REQUESTED THAT THE CORPORATION COUNSEL BE INSTRUCTED TO DRAW UP THE PROPER FORM OF THE CONTRACT COVERING THIS CASE, IF IT WERE POSSIBLE TO PLACE THE PUPIL IN THIS NEW YORK INSTITUTE UNDER THE CONDITIONS SET FORTH.

"UNDER DATE OF OCTOBER 7, 1947, MR. G. M. THORNETT, SECRETARY, BOARD OF COMMISSIONERS, D. C., SENT FORWARD TO THE SUPERINTENDENT AN OPINION OF THE CORPORATION COUNSEL, DATED SEPTEMBER 25, 1947, AND APPROVED BY THE COMMISSIONERS ON OCTOBER 7, TOGETHER WITH FORM OF CONTRACT, AS OUTLINED BY THE OFFICE OF THE CORPORATION COUNSEL.

"IN HIS COMMUNICATION MR. CHESTER H. GRAY, ACTING CORPORATION COUNSEL, D. C., STATED THAT IT IS HIS OPINION THAT THIS CONTRACT CAN LEGALLY BE EXECUTED, AND THAT NOTHING IN THE DISTRICT OF COLUMBIA APPROPRIATION ACT OF 1945, PUBLIC LAW 237, 80TH CONGRESS, DIRECTLY OR BY INFERENCE PRECLUDES A CONTRACT SUCH AS THAT NOW DESIRED. MR. GRAY SUBMITTED A CONTRACT FOR THE PERFORMANCE OF THESE EDUCATIONAL SERVICES, WHICH IS SUBSTANTIALLY THE FORM PREVIOUSLY ADOPTED FOR CONTRACTS OF THIS NATURE.





"THE ACTING CORPORATION COUNSEL RECOMMENDED THAT THE BOARD OF EDUCATION BE ADVISED OF THE SUBSTANCE OF HIS OPINION, AFTER APPROVAL BY THE COMMISSIONERS, AND ASKED THAT THE ATTACHED DRAFT OF THE CONTRACT BE FORWARDED TO THE BOARD.

"THE SUPERINTENDENT IS TRANSMITTING HERewith TO THE BOARD THE OPINION OF THE CORPORATION COUNSEL TOGETHER WITH THE DRAFT OF THE CONTRACT, AND RECOMMENDS THAT THE BOARD APPROVE THE OPINION OF THE ACTING CORPORATION COUNSEL, AND AUTHORIZE THE SECRETARY TO THE BOARD TO SIGN THE ATTACHED AGREEMENT WHICH WILL PERMIT MARY ARNOLD TO ENROLL IN THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND SO THAT SHE MAY BE PROVIDED WITH THE EDUCATIONAL FACILITIES SHE REQUIRES.

"RESPECTFULLY SUBMITTED,  
(SIGNED) H. M. CORNING  
HOBART M. CORNING  
SUPERINTENDENT OF SCHOOLS"

IN REPLY TO MRS. SMITH'S QUESTION AS TO WHETHER THIS CHILD IS DEAF AND BLIND, THE SUPERINTENDENT STATED THAT THERE IS A VERY LITTLE SIGHT AND HEARING LEFT AND PRACTICALLY NO SPEECH. MR. HAYES ASKED WHAT THE PHRASE "BELONGING TO THE DISTRICT OF COLUMBIA" MEANT IN THE SUPERINTENDENT'S REPORT. ASSOCIATE SUPERINTENDENT SAVOY REPLIED THAT "BELONGING" TO THE DISTRICT MEANS A DISTRICT OF COLUMBIA RESIDENT.

A MOTION THAT THE BOARD APPROVE THE RECOMMENDATION OF THE SUPERINTENDENT AS CARRIED IN HIS REPORT WAS MADE BY MR. WILSON AND SECONDED BY MRS. SMITH.

MR. LEE STATED THAT HE READ OF THIS CASE IN THE PRESS AND IS CONCERNED AS TO WHETHER IN THE INTEREST OF SYMPATHY FOR THIS CHILD, WHO CERTAINLY DESERVES EVERY POSSIBLE SYMPATHY, THE BOARD IS LEGALLY SOUND IN ASSUMING THAT THE CHILD'S AUNT IS THE LEGAL GUARDIAN. HE SAID HE ASKED THE SUPERINTENDENT'S OFFICE FOR THE FILE ON THIS CASE AND THERE IS NOTHING IN THE FILE AS TO LEGAL GUARDIANSHIP.

MR. HAYES STATED THAT THIS MATTER WAS REFERRED TO THE CORPORATION COUNSEL AND THE SUPERINTENDENT'S RECOMMENDATION IS A RESULT OF THE CORPORATION COUNSEL'S OPINION.

MR. LEE POINTED OUT THAT THE OPINION WAS SOUGHT ON THE QUESTION OF WHETHER THE BOARD OF EDUCATION CAN ENTER INTO A CONTRACT WITH THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND AND PAY ONE-HALF OF THE TUITION, WITH THE UNDERSTANDING THAT THE FAMILY SERVICE, WHICH IS AN ASSOCIATION DEPENDENT UPON PUBLIC CONTRIBUTION THROUGH THE COMMUNITY CHEST, WILL PAY THE OTHER HALF OF THE TUITION. THE OPINION WAS NOT SOUGHT ON THE QUESTION OF GUARDIANSHIP, HE SAID.

MR. WILSON STATED THAT IN THE KEMP CASE, JUDGE BAILEY DECIDED THAT IF A CHILD IS LIVING IN THE DISTRICT OF COLUMBIA WITH A RELATIVE OR GUARDIAN, NATURAL OR OTHERWISE, THE CHILD IS ENTITLED TO THE BENEFITS OF THE SCHOOLS.





MR. LEE STATED THAT MR. WILSON HAD ANSWERED HIS QUESTION.

THE SUPERINTENDENT STATED THAT BOTH PARENTS OF MARY ARNOLD ARE DECEASED AND SHE HAS BEEN LIVING WITH AN AUNT IN THE DISTRICT OF COLUMBIA FOR AT LEAST FIVE YEARS.

DR. GANNON OBSERVED THAT HE ASSUMES THE CORPORATION COUNSEL REALIZES THAT THIS TRAGIC LITTLE CHILD, WHO IS ALMOST TOTALLY BLIND AND TOTALLY DEAF, IS GOING TO LEARN VERY SLOWLY AND WILL THEREFORE BE IN NEED OF THIS APPROPRIATION AS LONG AS SHE LIVES.

ASSOCIATE SUPERINTENDENT SAVOY ADVISED THE BOARD THAT CONTRACTS UNDER THIS APPROPRIATION ARE MADE ANNUALLY. THIS CHILD WILL GO TO THIS SCHOOL THIS YEAR, HE SAID, UNDER THE PROPOSED ARRANGEMENT BUT IF THE FAMILY SERVICE ASSOCIATION DOES NOT SUPPLY THE NECESSARY FUNDS NEXT YEAR AND THE FAMILY CANNOT SUPPLY THE DIFFERENTIAL BETWEEN THAT WHICH THE DISTRICT OF COLUMBIA APPROPRIATES AND THAT WHICH THE SCHOOL CHARGES, THE ATTENDANCE OF THE CHILD IN THIS SCHOOL WOULD BE DISCONTINUED.

THE MOTION THAT THE BOARD APPROVE THE RECOMMENDATION OF THE SUPERINTENDENT AS CARRIED IN HIS REPORT WAS PUT AND CARRIED.

PROPOSED REVISED CHAPTERS XIV AND XVII OF THE RULES OF THE BOARD  
REFERRED TO THE COMMITTEE ON RULES.

THE SUPERINTENDENT TRANSMITTED THE FOLLOWING PROPOSED REVISED CHAPTERS OF THE RULES OF THE BOARD WITH THE RECOMMENDATION THAT THEY BE RECEIVED BY THE BOARD AND REFERRED TO THE COMMITTEE ON RULES FOR APPROVAL AND REPORT BACK TO THE BOARD:

"CHAPTER XIV -- PUPILS: ADMISSION, ATTENDANCE, REGISTRATION, PROMOTION, DEMOTION, SUSPENSION, TRANSFERS, REPORTS, CONDUCT, GRADUATION, FRATERNITIES, AND SERVICE OF LEGAL PAPERS.

CHAPTER XVII -- MISCELLANEOUS: SCHOOL ATTENDANCE AND WORK PERMITS."

THERE BEING NO OBJECTION THE PROPOSED REVISED CHAPTERS XIV AND XVII WERE REFERRED TO THE COMMITTEE ON RULES.





16 copy  
connections  
for future reference

November 19, 1969

TO: District of Columbia Board of Education  
FROM: Julius W. Hobson, Member  
SUBJECT: The Tuition Grant Program of the District of Columbia Public Schools

At my request, the District of Columbia Public School Administration prepared a report from the Department of Special Education dealing with the Tuition Grant Program from 9/3/69 to 10/24/69.

This report deals with education facilities for exceptional children from the District of Columbia. According to the report, 302 exceptional children were being served under the Special Tuition Grant Program as of the dates listed above. The total cost for serving these children was \$678,895 or an average expenditure<sup>per school year</sup> of about \$2,248 per child. The report submitted by the School Administration defined exceptional children as deaf, blind and "emotional."

*Costs listed were based on*  
According to "The President's Report on the Mentally Retarded for the Fiscal Year 1969" *show that* there were approximately 22,356 children between the ages of 5 and 17 in the District of Columbia who were considered exceptional in the following categories:

|                             |                |
|-----------------------------|----------------|
| Mentally retarded           | 10,710         |
| Speech                      | 5,355          |
| Emotional                   | 3,060          |
| Special learning disability | 1,533          |
| Hearing                     | 778            |
| Other, cripple, etc.        | 767            |
| Blind                       | 153            |
|                             | <u>22,356.</u> |

*further estimates based on indicated*

In the fiscal year 1969, the President's Committee on Mental Retardation ~~estimated~~ that only 2,500 of these children were being served by the D.C. Public School facilities. The report, prepared by the Division of Special Education regarding tuition grants, adds 302 children to this total thus leaving 19,554 children or 87.5% of the exceptional children without any public assistance or without any opportunity for public education.

This information is corroborated by the "Annual Report of the District of Columbia Public Schools for 1967-1968" which lists 21,600 exceptional children of school age in this period but only 10% (or 2,139 children) as being served by Public School facilities.

My analysis of the Administration's report presented in the attached table reveals the following:

1. That at best this report, on its face, indicates rank discrimination against 87.5% of the exceptional children in the District of Columbia who are not being served by the District's Public School System.



2. Upon checking with some of the schools listed in the report as having facilities to serve "emotional" children, it was found (and the schools so stated) that they were not designed to deal with children having "emotional" problems and have no staff or facilities for such purposes.
3. Upon checking with the schools involved as to the number of children enrolled and the size of their tuition grants, the report of the School Administration proved inaccurate. ~~The report frequently indicated~~ there were children present in these schools which the schools do not have enrolled, ~~as well as children enrolled who are not listed in the report.~~ <sup>the schools indicated there were</sup>
4. The report brings up the very important question of how children are selected to receive tuition grants, how the schools they attend under grants are chosen and how long the grants last.

A further analysis of the attached table -- entitled District of Columbia Public Schools Department of Special Education, Tuition Grants for Children with "Emotional" Difficulties by Income Levels -- indicates that again the School Administration favors the more affluent in their selection process. Tuition grants for the more affluent in the "emotional" category are clearly larger in dollar value and more numerous than those made available to the poor. The report also indicates that there is discrimination in the kind of treatment the School Administration feels should be made available to the children of the more affluent with "emotional" problems as opposed to the children of the poor who have "emotional" problems. It is clear that the tuition grant program is in direct violation of the "Skelly Wright Decision of 1967" which prohibits such economic discrimination.

No intelligent justification can be put forward for the continuation of economic discrimination in the Tuition Grant Program. The funds for this program are made available in the regular Budget. The Department of Special Education cannot possibly justify any amount for this type of program in the face of it inaccurate, distorted reporting. And, therefore, the Board of Education has no way of checking the accuracy of the line item budget requests for tuition grants.

I recommend that the Board of Education order the suspension of new tuition grants until such time as the Department of Special Education can produce an accurate report as to the numbers of children active in these programs and the amount of money spent in their behalf. In addition, new grants should not be given until such time as the Department of <sup>Special</sup> Education can explain, to the satisfaction of all, that its selection procedures are fair and its assistance is available to all needy exceptional children regardless of economic class.





TO: District of Columbia Board of Education

FROM: Julius W. Hobson, Member

SUBJECT: ~~XXXXXXXXXXXXXXXXXXXX~~ The Tuition Grant Program of the District of Columbia Public Schools

~~Sometime ago, at my request, the District of Columbia Public School Administration furnished me with a copy of a report from the Department of Special Education dealing with the Tuition Grant Program from 9/3/69 to 10/24/69.~~  
*prepared*

This report deals with ~~available~~ educational facilities for exceptional children from the District of Columbia. According to the report, 302 exceptional children were being served under the Special Tuition Grant Program as of the dates listed above. The total cost for serving these children was \$678,895 or an average expenditure of about the \$2,248 per child. The report submitted by school administration defined exceptional children as deaf, blind and "emotional."

According to the President's Report on the Mentally Retarded ~~(yr.?)~~ *for the* FY '69 there were approximately 22,356 children between the ages of 5 & 17 in the District of Columbia who were considered exceptional in the following categories:

|                             |        |
|-----------------------------|--------|
| Mentally retarded           | 10,710 |
| Speech                      | 5,355  |
| Emotional                   | 3,060  |
| Special learning disability | 1,533  |
| Hearing                     | 778    |
| Other, cripple, etc.        | 767    |
| Blind                       | 153    |
|                             | <hr/>  |
|                             | 22,356 |

*done 1969*  
In FY ~~69~~ *only*, the ~~XXXXXXXXXXXXXXXXXXXX~~ President's Committee on Mental Retardation estimated that 2,500 of these children were being served ~~in~~ *by* D.C. Public School facilities. The report prepared by the Division of Special Education regarding tuition grants, adds 302 children to this total thus leaving 19,554 children or 87.5% ~~of these children~~ *of the exceptional children* without any public assistance or without any opportunity for public education.

*insert*  
My analysis of this report presented in the attached table reveals the following:

1. That, at best, this report on its face indicates rank discrimination against 87.5% of the exceptional children in the District of Columbia who are not being served by the District's public school system.
2. It is found that some of the schools which the report reveals as serving the needs of ~~XXXXXXXXXXXXXXXXXXXX~~ "emotional" children are, by their own literature and admission are not so designed and, therefore, I question ~~why children are allowed to go there at public expense.~~ *these*
3. The report of the Administration ~~(upon checking with schools as to number of children in the schools and size of their tuition grants)~~ *proved inaccurate, the* ~~and~~ *moved* The report ~~even~~ *frequently* indicated there were children in these schools which were not there (according to the schools.) *+ also some schools which reported having more children than the SA act.*





4. The report ~~leaves unanswered~~ <sup>brings up the</sup> very important question of how children are selected to receive tuition grants, how they ~~choose the~~ <sup>are</sup> school, they attend ~~to~~ <sup>lasts.</sup> and how long the grant ~~XXXXXXXXXXXX~~ <sup>Chosen</sup>

A further analysis of the table attached ~~entitled "Public School, District of Columbia"~~ <sup>The District System</sup> Department of Special Education, Tuition Grants for Children with "Emotional" Difficulties by Income Levels" indicates that again the school administration favors the wealthy in their selection process in that the tuition grants for the wealthy in the "emotional" category are measurably <sup>larger in dollar value</sup> ~~higher~~ and more numerous than ~~they are for~~ <sup>those made available to</sup> the poor. ~~also~~ <sup>also</sup> The report indicates that there is discrimination in the kind of treatment the school feels should be made available to the rich children with "emotional" problems as opposed to the poor child who has "emotional" problems. <sup>Public School</sup>

It is clear that the tuition grant program then is in direct violation of the Skelly Wright Decision of 1967 which prohibits <sup>such</sup> economic discrimination.

~~In conclusion~~ <sup>There is no intelligent justification that can be put forward for the</sup> continuance of ~~(the inaccurate and malicious distortion of information and)~~ <sup>discrimination</sup> and ~~confusion~~ in the Tuition Grant Program. The funds for this program are made available in the regular budget. The Department of Special Education cannot possibly justify any amount for this type of program in the face of its inaccurate reporting ~~and~~ <sup>and distorted + malicious</sup>

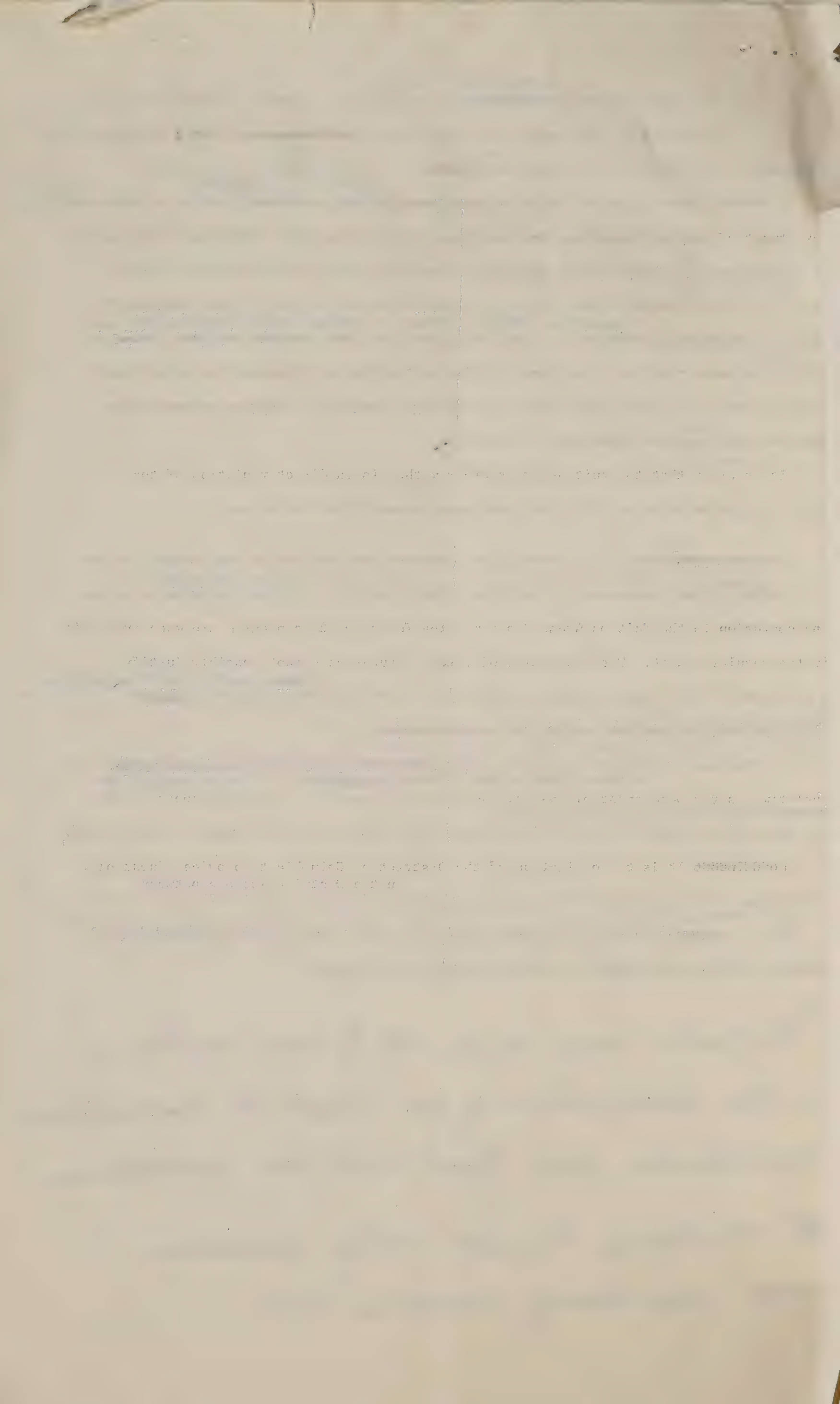
~~Therefore the Board of Education has no way of checking the accuracy of the number of children and the size of the grants awarded.~~ <sup>line item budget requests for tuition grants.</sup>

I recommend that the Board of Education ~~call a halt to the Tuition Grant Program until~~ <sup>order that all TG be halted to the SIS of new TG</sup> such time as the Department of Special Education can produce an accurate report at the ~~end of each year on p. 6~~ <sup>the number of children active in these programs the amount of money spent in their behalf;</sup>

~~Moreover~~ It is the obligation of the District of Columbia to provide educational facilities for the entire 22,356 exceptional children ~~falling~~ <sup>in the District who are between</sup> the ages of 5 & 17.

~~(It is impossible under the circumstance for the Department of Special Education to request any amount of money for tuition grants in the budget.)~~

And until such time as it can explain, to the satisfaction of all, that its selection procedures are fair and its assistance is available to all needy children ~~with~~ <sup>regardless of economic class.</sup>



CONFERENCE HELD IN THE SUPERINTENDENT'S CONFERENCE ROOM

MARCH 25, 1969

The following persons attended the conference:

|                             |                         |
|-----------------------------|-------------------------|
| Mr. Julius W. Hobson        | Miss Ernestine P. Hicks |
| Mr. Albert A. Rosenfield    | Mr. James A. Coles      |
| Dr. William R. Manning      | Mr. Frank Moskowitz     |
| Mr. Benjamin J. Henley      | Mr. Stanton Colbert     |
| Mr. George R. Rhodes        | Miss Benita White       |
| Mr. Sidney Zevin            | Mr. Ricky Lyon          |
| Mr. Stephen Moss (Attorney) | Mr. Tommis Judge        |

MR. HOBSON: I went over to speak as a Board member at Western High School and somebody called the police. I am in the process of finding out - I'm also determined to find out why it is said by the student body and by officials that I started riots when I have never started a riot before in my life. There are certain (inaudible) and so forth that have been put out in the schools about me which I don't like. I don't care as an individual. I don't mind being criticized, or called a nut, crackpot or anything of the press but as a member of the Board of Education I feel that I have a right to speak in the schools without being downgraded by the school administration. Now, this has not been brought before the Board of Education. Nobody has an obligation to stay here and listen to me. If you don't want to do this I don't blame you. I'll go back and get it from the Board of Education. So I want to make that very clear while I am here. You've got an attorney here and you don't have to answer anything. These are the questions that I will ask through the Board or now. (Questions attached) It depends upon you -- what you want to do about it. Someone called the cops. There were three squad cars and one squad car full of plainclothes policemen at Western when I was there. I want to know why the cops have to be called and why when a student asks me to speak as the Board of Education he has to go to three hour meetings with the school administration. I want to know why a one hour meeting is necessary





when I am extended an invitation as a Board member when it is not done in the case of other Board members. That is why I am here and if you want to entertain this, fine, and if you don't I'll understand. I am the last man who wants to violate anybody's rights. So everybody has the right not to speak and get up and leave and say the hell with it at this point and I'll just close the books and bring it back to the Board of Education. I agree with Mr. Manning on this point. I have no authority as an individual Board member.

(inaudible)

MR. ZEVIN: Mr. Hobson I am perfectly willing to try to answer the questions and try to get the matter straight for I have nothing to hide. We will do the best we can to help you out.

MR. HOBSON: Well, if you want to address yourself to that first question Mr. Zevin, for the record, let me tell it the way I thought it was and then you can correct me. I might be right. I was invited to speak at Western by the President of the sophomore class. While speaking a policeman appeared in the assembly. I stopped and suggested that the policeman be gotten out of there. I don't need a policeman in an assembly where I am going to speak. I found out later that there were three squad cars on the outside and a car full of plainclothesmen. Now it's alleged by the Police Department that my car was parked illegally. It was parked right across the street in front of the school in a place (inaudible) that a (inaudible) construction was going on. If it was parked illegally, I don't see what you need with three squad cars and a car full of plainclothesmen. I think the usual procedure is to either pull it to the pound or put a ticket on it. Not to come looking for the man whom the car belongs to. I have two statements. One from the Police Department on how those two squad cars arrived at Western. I will read it to you. I called the Number 7 Precinct on Friday, March 21, Mrs. Williamson wrote this, 1969, asking who had called for squad cars that were





present at Western Senior High School between 9:15 and 10:00 a. m. on March 20. The officers in charge stated that there were no calls to Precinct Number 7 for a squad car to report to Western School on Friday morning. However, there was a call via radio which was responded to by Officer Broadus at 9:25. Apparently this call came from the D. C. Highway Department because of construction work in that vicinity. There was construction work there. Number 2, I contacted Mr. Paul Scott, D. C. Highway Department. This is Mrs. Williamson's memorandum still. I was advised by his office after consultation with Mr. Scott via radio that there were no calls from him on Friday, March 20, 1969. Now, I don't mind being held up for ridicule. That's part of my game. But I would like there to be some facts involved in the ridicule. I am not thin-skinned. If I was I wouldn't be anything. I don't like the idea of giving a student body the impression that I am deliberately parked illegally -- or unless you've got to call a whole lot of cops -- or that if Hobson comes to the school he is going to start a riot. I have never started a riot in the public schools. In fact, I have never started a riot. A riot needs to be started in some of these areas. I may get around to it but I haven't done it yet. I was very much upset by this. I did not hear Mr. Zevin say if he said to the student body that Mr. Hobson's car was parked illegally. My car was not parked illegally and if you want to address yourself to that Mr. Zevin, fine.

MR. ZEVIN: I think that I can't add anything to what I told you on Friday. I talked with Captain \_\_\_\_\_ a few minutes before I came here and again was told that the only call to the precinct was at 9:38. Officer Broadus was contacted by the, I think by the work crew. I know nothing about any other squad cars. I never saw them. I never saw any unmarked cars. I don't know how I'd know them if I saw them. So I know nothing about any others and the police have no other records of any others being called. Mr. Coles may be able to shed further light on it because he went outside with your keys.

MR. HOBSON: Would you like to shed some light on it Mr. Coles?



MR. COLES: As you know, I walked with you to your car and I was really concerned with the immediate vicinity around us.

(inaudible)

MR. HOBSON: Well, I would like to ask Mr. Zevin on question no. 2 here if he on stage prior to announcing it to the audience, if he mentioned to Ricky Lyon that my car was parked illegally and if he did who told him that.

MR. ZEVIN: I didn't tell Ricky anything that I didn't say to the total audience.

MR. HOBSON: Well, who told you that my car was parked illegally? You see this gave the students the impression that I was raising hell for nothing and, by the policemen, that I am just a guy that just wants to come and rabble-rouse when there was no substance for this. There was no sign saying don't park here and there was a clear place right in front of the school and there was construction equipment scattered there. So, I am very concerned about -- What's your name, sir?

MR. MOSKOWITZ: I am Frank Moskowitz. Mr. Hobson, I can't help but see that you keep talking about you never caused student riots. Well, don't you feel.....

MR. HOBSON: Now, we are not going to.....

MR. MOSKOWITZ: Wait a minute.

MR. HOBSON: I am not going to be grilled on how I feel.

MR. MOSKOWITZ: I want to ask you a question.

MR. HOBSON: I am sorry but I am not going to entertain how I feel. I will not editorialize.

MR. MOSKOWITZ: I am not editorializing. I simply would like to know that if you keep talking about you never caused student riots, I think that you should have put it quite more discreet when the officer walked into Western High School. You could.....

MR. HOBSON: Well, is this information? I am afraid that this is not information about this hearing and I am going to have to ask you to confine yourself in terms of what you know in terms of facts. Do you want to confine yourself? If you





want to say that, I will be very glad to entertain it, when we leave here. So if you want to corner me out there and sit me down and tell me what you think of me (inaudible) OK?

MR. MOSKOWITZ: Yes Sir, I will.

MR. HOBSON: Now, I am very much concerned also about the question being asked to speak. If I understand the story properly, whomever the students were who asked me to speak, they were brought into the offices of somebody. Really, it was very much of an attempt to persuade them not to ask me to speak and that leads to this question here. I am very anxious to learn what is the policy of the student regarding selection of assembly speakers and whether or not the faculty and information head know what this policy is.

MR. ZEVIN: There has been no speaker that I know of that has ever been denied permission to come to Western.

MR. HOBSON: Well, did any faculty members in the school object to Mr. Lyon speaking to these students about my coming? Did anyone try to persuade him not to have me? In a meeting some place? Did this ever take place in anybody's office in the public schools? Did anybody ever talk to the students? Would the students feel free to answer that or the faculty members?

MR. ZEVIN: Well, can Mr. Lyon answer?

MR. LYON: Yes, I would like to go into a meeting that was held the day after. Wasn't it the day after the meeting in your office? We had a meeting in Mr. Zevin's office and at that meeting we wanted to plan assemblies on Monday and Tuesday of the following week. There would be tests for the juniors. Those meetings were two hours so we needed somebody to occupy the sophomores. I asked Mr. Zevin when he asked for suggestions could we have Mr. Hobson? Mr. Zevin just said we are going to have a committee set up. He didn't say he was for it and he didn't say he was against it either. So the meeting ended. There was a meeting the next day, I think, the next afternoon attended by Stan Colbert, on my left, and Tommy Judge, on my





right, as well as Mr. Coles. At this meeting we were to plan the program for the next week, the Monday and Tuesday that there were to be tests. I informed them that Mr. Zevin and I -- I mean I called Mr. Hobson the night before without really any official permission. Mr. Zevin said we could have it when I asked him the day before that. I called Mr. Hobson that night and said we would like you to come to speak to us next Monday. Mr. Hobson said he would check his records and the schedules and call me later that night. So we met the next afternoon. I think Stan was there and I would like for you to tell from here (inaudible)

MR. COLBERT: Well, the meeting had started when I came in. I think I came a little late. We discussed, the main thing was, the different objections in the meeting on Tuesday. The purpose for the assembly was concerning the tests for the juniors.

(inaudible)

MRS. HICKS: (inaudible)

MR. COLBERT: I think it was the general opinion of everyone..... (inaudible)

MR. LYON: I would like to ask Stan if it was said or if you heard it said that we don't want any trouble because the students at Western are cooling off now and we don't want any trouble. Was there some school mentioned that Mr. Hobson spoke at and there was trouble and we don't want anything like that at Western? The kids are kind of cool now and we don't want any trouble. Was there anything in that nature stated?

MR. COLBERT: Yes. Mr. Coles said..... (inaudible)

MR. HOBSON: I can't hear you sir.

MR. COLBERT: Mr. Coles said that Western was going in the right direction. (inaudible) He just thinks that we are going in the right direction. I can't really state..... (inaudible)

MR. HOBSON: Well, is Mr. Coles here?



MR. COLES: Yes, I think that I can vaguely remember stating that in terms of the dialogue that was taking place at the time and then remember stating that we do not want to upset the school from the standpoint of having the assembly on the date of the testing.

MR. HOBSON: You don't remember saying anything about the student body is calm and we don't want to have Mr. Hobson present because of the trouble he might cause?

MR. COLES: I didn't say anything like that. I wouldn't say anything like that about anyone.

MR. HOBSON: Why would the students lie on you like that?

MR. COLES: I didn't realize they said I said this.

MR. HOBSON: Well, somebody in the school present at the meeting said you said this.

(inaudible)

MR. LYON: (inaudible)

MR. HOBSON: You said it would disrupt the school?

MR. COLES: No. I was saying in terms of testing, in terms of pupils rushing down to the auditorium to see you and hear you speak (inaudible)

I told Ricky this.

MR. HOBSON: And he answered to that, we want to make sure Mr. Hobson says the right thing.

MR. COLES: Well, no -- I mentioned this, yes.

MR. LYON: I would like to say something. When the question was brought up there was another question following asking what would he speak on at the assembly.

(inaudible)

MR. HOBSON: Well, was that the right thing to say?

MR. LYON: I think I can straighten this out. We were mainly trying to decide what we would do on Monday when they were having the tests. The main consensus,





as Stan said, was that if we had a speaker, especially Mr. Hobson, he would probably get a lot kids out of their classes. (inaudible) We would have to take the chance. Well, Mr. Zevin said we could have the assembly on Thursday.

(inaudible)

MR. HOBSON: So there was no meeting with the faculty?

(inaudible)

MR. LYON: No faculty members were involved.

MR. ZEVIN: Good

MR. RHODES: Good

MR. ZEVIN: Now let me spell out (inaudible)

I got back into the building at 2:20 approximately.

(inaudible)

We had a mix up there. Ricky went out and then he turned around and came back in. I spoke with Ricky for approximately ten minutes. To the best of my knowledge no one else spoke with Ricky with the exception of Mr. Coles. Now if Mr. Coles wants to (inaudible)

MR. COLES: (inaudible)

MR. ZEVIN: No, I said if you want to. I spoke with the intention to clarify the situation (inaudible)

MR. HOBSON: Well, let me say that I am just trying to establish (inaudible)

Number 2 - I am concerned about how a Board member is treated when he goes, not



even on his own, when he is invited by the students -- when he goes to speak in the public schools. Now, I haven't broken into a public school in my life or any place. Unless I am asked I don't go. I don't go to Dunbar, Wilson, or any place. But when I do go I don't want anybody bowing down, I want no praise (inaudible) I don't like the student body to be told that I had started a riot. I am concerned about that and these are the three points that I want to call to the attention of the Board of Education. You can ignore the rest of this. I will take this matter, such as I have heard -- after I have finished the subject on the police -- before the Board of Education Committee on Personnel which is a Committee-of-the-Whole. Those are all the questions I have. I don't think we need to go into the rest of this. I think the story is nebulous. I think something is left out here. I got information which apparently is not true. I got information which apparently is confusing. The fact is that some people are saying some things happened that didn't happen and this looks to me like it is very bad. I think we have a maze of confusion here. I have heard that there were two one hour meetings. I have heard the students were intimidated. I have heard all kind of statements that it was said that Mr. Rosenfield wouldn't like my being present and I don't give a damn and all of this kind of stuff. I didn't seek this out and I can assure you Mr. Zevin when I get this straight, you won't hear from me anymore at Western. I am not interested in Western except that it be a good school. So I have nothing to go after Western but I am very much upset about whether or not someone called the police for me as a Board member when I go some place to speak and whether the student body is told that you are calm now and if you bring in Hobson, he will start a riot and disrupt the school. I am a duly -- in fact, I've got more of a mandate than anybody else in this community on the Board of Education. I feel that I have a right to exercise that mandate. I came as an invitation of the student body and I am really very much worried about this whole process and I want to find out -- and I have the police checking to run this down to find out who called the police. Someone in that school called the police after me while I was speaking





on the assembly stage. I was told that someone called the police this morning by a policeman who is supposed to be running it down. I am going to leave here now and go over to Number 7 and search their books and Number 1 and find out who it was. I want to find out if my car really was parked illegally. As far as I am concerned those are the points that I want to find out. I have no other question from anybody.

MR. ROSENFELD: I have a question. I want the students to know this. Several weeks ago, just three weeks ago, I was asked by a student by the name of Libby Newman, if I would come to speak to an assembly. I said I would like to come over to Western to speak. I suggested that she speak with the student leaders first and they could make arrangements. I would be very happy to come over, but be sure she tells her (inaudible) And so she said fine. Well, anyway we set a date for last Tuesday for 3:15. I had two previous engagements already that I (inaudible) She said that that was a good date for her and the children. I said, fine, I'll make it. On Monday evening about 7:30 her father called me in regards of an appointment on the Budget Committee. He says, Libby wants me to tell you this -- then he said wait a minute let it come straight from the horse's mouth. She got on the phone and said that there was a conflict with the Student Council and that I am not to speak there at 3:15. So I said that makes it an easier day. I have two other meetings as I told you before. So let it go. I have heard that a question was put to Mr. Hobson about what he thought about that white racist cracker Board representative from Ward 3. Mr. Hobson replied that he doesn't have any comment whatsoever, which I appreciated. I want you students to know that Western High School is in my Ward and Western High School means as much to me as any school. If I can be of any help to Western High School, I am available. This is why I am here -- at the invitation of Mr. Hobson. But I don't think that a student should get up in front of an assembly and ask another Board member (inaudible) which I consider a deliberate lie and number 2 (inaudible)



MR. HOBSON: Well, let me just say this that I think that I -- I have a note here on whether I am going into the coalition demands. I have some questions about the coalition demands here about which I don't think are pertinent to this meeting. In fact, I don't think this meeting is out for hearing the fold up stories and watching the whole thing fold up. I think the meeting was unnecessary. I think it was a complete waste of everybody's time. The facts that I have down here are apparently not true and somebody isn't telling the truth. I don't know who it is but I have a set of facts which were related to me by a half dozen people at Western. I don't know what the hell's going on at Western all day every day and I apologize to you because you have some liars among you. Somebody is lying -- either the faculty or the administration and I want to say to you that what I have here is zero. If people are not going to stick to what they say then we can't -- don't call on me because I'll tell the truth come hell or high water. That's my position.

MR. MOSS: Thank you, Mr. Hobson.





Proposed Attendance at Meeting, 12:00 noon, March 25, 1969:

Western - Mr. Zevin, Principal  
Mrs. Hicks, Counselor  
Mr. Coles, Vice Principal

Students - Ricky Lyons  
Thomas Judge  
Stan Colbert  
Frank Moskowitz

Appropriate Board Members

School Administration

#### QUESTIONS TO BE ANSWERED -- FULL GROUP

1. Mr. Zevin: I would like you to explain in front of the students your comments at the assembly Thursday, March 20. (If the words aren't absolutely correct, please feel free to change)... which included approximately 90 teachers, 1,400 students.
  - a.) "I'd like everyone to know that I in no way tried to prevent Mr. Hobson's coming here. We're very glad to have him come...."
  - b.) "I didn't know anymore than you did about the police-- they came because Mr. Hobson was parked illegally.....Well, you know how these things happen...?"
2. Mr. Zevin: Did you tell Ricky, on stage prior to announcing it to the audience, that the police were in attendance because of Mr. Hobson's illegal parking problem? Please let us all know who told you this "fact."
3. Let's start with the first meeting, Monday, March 10th in Mr. Zevin's office:  
Who attended? (Ricky, Moskowitz?)  
Mr. Zevin what is your policy regarding selection of assembly speakers?  
When did you give the faculty and students information about this policy?  
At this meeting did you object to Mr. Hobson in any way? On what grounds? What alternative arrangements were suggested for including Mr. Hobson? Why were you concerned about the speaker? Did you tell the students that you welcomed Mr. Hobson?



Student: Were you under the impression that any speaker you selected would be welcome?

4. Second Meeting, Tuesday, March 11, in Mr. Cole's office:

Who attended: (Ricky, Judge, Colbert, Hicks, Coles?)

Mr. Zevin-- If your staff members are informed on the policy of assembly speakers why would they attempt to discuss with students the withdrawal of an invitation?

Have your administrative employees and you objected to any other speakers selected by either students or teachers? On what grounds?

Why any concern?

Students: At this meeting were any statements made to the effect:

- 1) We can't have Mr. Hobson, he nearly started a riot at Eastern? school?
- 2) We can't have Mr. Hobson, Western students are calm now, we don't want to heat up the situation again.
- 3) "We want to make sure he (Mr. Hobson) says the right things"--  
What was right?
- 4) How long did this meeting last? Why did the students get so upset?
- 5) Did any student say that Mr. Zevin approved Mr. Hobson attending the assembly on Thursday? Was this accurate?
- 6) When did Mr. Coles ask to call Mr. Hobson (Ricky), Why? Did he complete his call?
- 7) Did you discuss the meeting with any of the students after you left the office?

5. Further action:

Mr. Zevin - Were you at any point informed that members of your staff had discussed Mr. Hobson's appearance with the students?

What action did you take?





What was the purpose of their questioning the students? (What did your staff say they told you they hoped to accomplish?).

What were the objections (yours or theirs) of having Mr. Hobson address the student body?

Did you meet with Ricky about 3:00 p.m. Friday, March 21? (Ricky only student present)

During this meeting did you mention to him the noon meeting with administrative staff, Rosenfield, etc.

Did you mention Mr. Hobson or Mr. Rosenfield during this meeting?

In what way? (students--did any staff member who discussed Mr. Hobson's visit with you ever mention the name of any other Board member?).

What was the purpose of the meeting? What did you hope to accomplish? (Ricky--what did you think was the purpose of the meeting? each meeting?

Have you held any meetings subsequent to the 3/21 meeting concerning the social concern of Ricky--if so, what and when.

6. Student Demands-- \_\_\_\_\_

Has Mr. Zevin indicated at any time, that the Student demands (including the dress code) were approved by the Board on February 12.

Were the students aware of a memorandum circulated to the faculty on dress (not to be read to students) claiming that if there were objections--mostly concerning girls in pants--contact the administration? When was this circulated?

What efforts have been made to enforce the dress code? What dress code?

Have the approved student demands been posted on the bulletin boards at Western?



7. Other pertinent general subjects:

Parking violations which caused police a

Students-- How do you think Western rates with Wilson--student teaching?

Zevin--Attendance problem....teachers/report cards problem....contact with local police precincts during past year?

What can be done to correct this erroneous impression?

Julius -- Ask the group if they would agree to asking Mr. Zevin, Mrs. Hicks, and Mr. Coles to leave and discuss some further questions with the students privately--all students are intimidated by "authority."

Your major reason is: Rickey was quoted in this week's Wilson student newspaper "Wilson Beacon" as stating that Mr. Zevin should not be principal--ask him to remain with the other students and state why?

Also ask students:

1) Did Ricky or his family hear the Principal of Hardy school say to anyone that Mr. Hobson started a riot at Western during the assembly?

2)







1. The Council requested a report on the progress of the work of the Council.

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FIXED





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Budget

AMENDMENT TO THE FISCAL YEAR 1970 BUDGET

At its meeting on September 11, 1968, the Board approved the proposed Fiscal Year 1970 Operating Budget.

The Superintendent is submitting Amendments to the Budget for approval by the Board and for transmission to the City Council, D. C. Budget Officer and D. C. Personnel Officer.

BOARD MEETING  
February 19, 1969



Summary of Amendments to the FY 70 Budget

A. The following amendments have received previous approval of the Board of Education:

|  |                  |
|--|------------------|
| Compensation for Members of the Board of Education | \$13,200         |
| Transportation of School Children                  | 300,000          |
| Acquisition of Laboratory or Other Equipment       | 160,800          |
| Total  | <u>\$474,000</u> |

B. The following amendments are to be submitted for Board approval:

|  |                           |
|--|---------------------------|
| Reorganization of the Budget Department  | \$116,000                 |
| Request for Improved Mail Services   | 49,800                    |
| Justification for Additional Cost to Implement<br>Planning and Budgeting Process | 10,000                    |
| Funds for Fort Lincoln New Town Project  | 75,000                    |
| Increase for Travel Allotment  | 12,500                    |
| Increased Funds for Substitute Pay   | 350,000                   |
| Vocational Education Skills Center   | 47,680                    |
| Board Contingency Fund   | 6,000                     |
| Examination for Administrative Personnel   | 1,500                     |
| Space Rental for Adult Education Demonstration<br>Center                         | 40,000                    |
| Summer and Continuing Education  | 53,006                    |
| Additional Transportation Requirements<br>for Board Members and Staff            | 8,000                     |
| Total  | <u>\$769,486</u>          |
| GRAND TOTAL  | <u><u>\$1,243,486</u></u> |

Negotiations between the Teachers' Union and the D. C. Board of Education have been recently completed and the implications of this are currently being evaluated. Therefore, a subsequent amendment or supplemental request will be submitted at a later date.



# AMENDMENTS TO THE FY 1970 BUDGET

## REORGANIZATION OF THE BUDGET DEPARTMENT - \$116,000

The objective of this request is to establish funding of the Department of Budget and Legislation on a sound and rational basis.

The Board of Education transferred the Department of Budget and Legislation to the office of the Superintendent from the Division of Planning, Innovation, and Research.

This move is consistent with the "executive" budget concept growing out of the Budgeting and Accounting Act of 1921. For example, this concept is reflected in establishing the D.C. Budget Office in the Executive Office of the Mayor.

Although this department is a major, on-going administrative unit of the School System, all but five (5) of its staff are financed from Federal Funds (Impact Aid).

The demands made by Program Budgeting and improved budget formulation and control process require that the Budget Department be placed on a permanent status and financed from regular appropriation.

Full funding is requested, since all of the positions are currently filled.

The positions and funds required are as follows:

|   | <u>Positions</u> a/ | <u>Amount</u> |
|---|---------------------|---------------|
| GS-14 Assistant Budget Officer                        | 1                   | \$16,946      |
| GS-13 Management Analyst                              | 1                   | 14,409        |
| Class 10 Educational Research and Planning Associates | 2                   | 25,200        |
| GS-11 Budget Analyst                                  | 1                   | 10,543        |
| GS-9 Budget Analyst                                   | 1                   | 8,744         |
| GS-5 Administrative clerk                             | 1                   | 5,924         |
| GS-4 Clerk-typists                                    | 2                   | 11,829        |
|   | <hr/>               | <hr/>         |
| Sub-total   | 9                   | \$101,600     |





|                           | <u>Positions<sup>a/</sup></u> | <u>Amount</u>       |
|---------------------------|-------------------------------|---------------------|
| Supplies                  | ...                           | \$ 5,000            |
| Travel                    | ...                           | 1,200 <sup>a/</sup> |
| Printing and Reproduction | ...                           | 3,800 <sup>a/</sup> |
| Contractual Services      | ...                           | 2,400 <sup>a/</sup> |
| Equipment                 | ...                           | 1,800 <sup>a/</sup> |
| Magazines and Periodicals | ...                           | 100 <sup>a/</sup>   |
| Grand Total               | <u>9</u>                      | <u>\$115,900</u>    |

<sup>a/</sup> These items are currently under Federal fund. All positions except the GS-13 Management Analyst are currently financed through Federal funds and are, therefore, temporary positions. There are only two (2) professionals (GS-15 Director of Budget and Class 9 Educational Research and Planning Associate) and three clerical positions (GS-8, GS-6, GS-4) funded in the Regular Budget at this time.

REQUEST FOR IMPROVED MAIL SERVICES - \$49,800

Requests for improved mail services for the schools have been requested in both the FY 69 and FY 70 budgets, but have been deleted on both occasions.

At the present time, mail is distributed to 27 points which have been established as distribution points for a designated number of schools. The school personnel in these distribution points then provide the secondary sorting for the respective schools. This procedure is certainly less than desirable and during the past two years has created increasingly critical situations. Efforts are being made in FY 69 to provide twice weekly service to each school, but daily service is required.

The following shows positions and funding required to provide the daily service to each school:

|                    | <u>Position</u> | <u>Amount</u>   |
|--------------------|-----------------|-----------------|
| WBR-5 Truck Driver | 4               | \$25,208        |
| GS-3 Mail Clerk    | 3               | 13,800          |
| Mail Truck         | ...             | 8,000           |
| Vehicle Operation  | ...             | 2,800           |
| Total              | <u>7</u>        | <u>\$49,800</u> |



JUSTIFICATION FOR ADDITIONAL COSTS TO IMPLEMENT PLANNING AND BUDGETING PROCESS - \$10,000

The Board of Education directed the development of a new means of planning and budgeting for the school system in which members of the community and the professional staff of the system would be brought into the process to a larger extent. This was felt necessary in order to meet the frequent criticisms that the system did not take into consideration the needs and desires of the community and those staff members most closely associated with it.

The process developed will require many man hours of work by persons from the central administration, the professional staff, and the community - altogether approximately 30,000 man hours. Supporting costs for the process in terms of certain travel expenses, printing and reproduction costs, postage, etc. are estimated to entail expenditures of approximately \$10,000 in addition to those expenditures normally associated with the system's budget process. This amount is, therefore, requested to cover such additional costs as occur.

Miscellaneous Expenses . . . . \$10,000

FUNDS FOR FORT LINCOLN NEW TOWN PROJECT - \$75,000

The primary justification for the additional personnel and operating expenses is to continue and expand an operation that is already in progress. The staff will have two major roles:

- (1) Planning and development of Fort Lincoln New Town Educational System
- (2) Implementation and operation of the first educational facility.

The requested staff will be needed to continue to provide the technical expertise and over all supervision in developing the innovative programs proposed for Fort Lincoln New Town and to ensure that work standards, educational specifications, and all contractual agreements with consultant firms are complied with.

The requested staff will be able to interface with the community in order to help in determining its needs and desires. This is essential to the development of the programs to be planned for the Fort Lincoln New Town Community, and is in keeping with the philosophy underlying the educational system.





|                                   | <u>Number<br/>Requested</u> | <u>Cost</u> |
|-----------------------------------|-----------------------------|-------------|
| TSA 6 Director                    | 1                           | \$14,946    |
| TSA 8 Assistant Director          | 1                           | 14,557      |
| GS-10 Educational Researcher      | 1                           | 11,354      |
| GS-6 Secretary                    | 1                           | 7,986       |
| GS-4 Clerk-typist                 | 1                           | 5,527       |
|                                   | <hr/>                       |             |
| Sub-total                         | 5                           | \$54,370    |
| Travel and per Diem               |                             | 2,880       |
| Supplies and Sundries             |                             | 750         |
| Equipment                         |                             | 1,000       |
| Consultants - Contractual Service |                             | 10,000      |
| Miscellaneous Costs               |                             | 6,000       |
|                                   | <hr/>                       |             |
| Total                             | 5                           | \$75,000    |

COMPENSATION FOR MEMBERS OF THE BOARD OF EDUCATION - \$13,200

This request is to secure funds to pay the members of the Board of Education:

Public Law 90-292 authorized compensation, not to exceed \$1,200 each, for the members of the D. C. Board of Education. Therefore, this request of \$13,200 is for funds for this commitment.

TRANSPORTATION OF SCHOOL CHILDREN - \$300,000

This request is for funding the transportation of "needy" school children.

The Board of Education has approved the transportation of secondary students assigned to schools outside of the neighborhood as a result of the new boundary changes. These changes were effected to relieve overcrowding in the far-Southeast schools. The estimated cost for FY 1970 is \$300,000.

ACQUISITION OF LABORATORY OR OTHER EQUIPMENT - \$160,800

This request is to have these funds made a part of the base budget.

This item was not specifically included in the FY 1970 budget because it was hoped it would be approved as a part of the base in FY 1969. Review of Congressional hearings, however, indicates that this was not considered. It is, therefore, requested that authorization be given to include as part of the base the \$160,800 approved in the FY 1969 budget.



INCREASE FOR TRAVEL ALLOTMENT - \$12,500

This is to secure increased travel funds.

Allotments for school personnel who use their own cars to travel during the school day to carry out their assignments was increased by twenty-five percent (25%) in the FY 1969 D. C. Appropriation Bill - Public Law 90-473. It is estimated that \$12,500 will cover this increase.

INCREASED FUNDS FOR SUBSTITUTE PAY - \$350,000

This request is to secure funds necessary to cover the increase in substitute pay.

On June 26, 1968, the D. C. Board of Education voted to raise the pay for substitutes from \$25 a day to \$26.75 a day as of January 1, 1969. In the same action, substitute pay was raised to an average of \$32 a day effective July 1, 1969, depending upon funds being approved in the FY 1970 budget. Since no additional funds were included in the FY 70 budget, this request is for \$350,000 to cover the increased cost of compensation and benefits resulting from the Board action.

VOCATIONAL EDUCATION SKILLS CENTER - \$47,680

The 1968 Amendments to the Vocational Education Act of 1963 (P.L. 90-576) approved the establishment of a Skills Center for the training of disadvantaged youths and adults.

The Executive Study Group, Working Party II of the Study Group, and the Passow Report all recommend this program.

The Manpower Program is to be moved into new quarters where the initial step will be taken to establish the Skills Center. The students will attend the Comprehensive High Schools for the academic program and attend the Center for shop training.

Funds requested for the program are as follows:

|               | <u>Number</u> | <u>Amount</u>   |
|---------------|---------------|-----------------|
| Shop teachers | 2             | \$ 15,120       |
| Counselors    | 2             | 18,200          |
| Clerks        | 2             | 11,130          |
|               | <hr/>         | <hr/>           |
| Sub-total     | 6             | 44,450          |
| Benefits      |               | 3,230           |
| Grand total   |               | <u>\$47,680</u> |



Board and Administration Contingency Fund - \$6,000

This request is for emergency funds relative to the operation of the D. C. Board of Education.

The establishment of such a fund has a precedent in the authorization granted for similar funds for the Mayor, the President of the City College, and the Superintendent of the D. C. Public Schools.

Many working meetings and hearings of the Board, Board Committees, and staff meetings continue through the dinner hour until late in the evening. For many weeks the contract negotiation meetings have been continuous through the school day and the evening, and have been all-night meetings. This has involved such expenses as all-night parking, overtime, meals, and extra personnel. Additional expenses required for an expanded Board include postage, printing, and other sundry expenses.

EXAMINATION FOR ADMINISTRATIVE PERSONNEL - \$1,500

Funds are requested to finance required costs for administrative examinations.

At the Board of Education meeting on December 18, 1968, action was approved to change the selection of school officers. This will include the administration of a written examination by the Educational Testing Service. The cost will average \$10 per person, and the Board has agreed to pay 75% of the cost. It is anticipated that approximately 200 persons will take the examination.

Thus, the requested funds constitute a necessary increase.

SPACE RENTAL FOR ADULT EDUCATION DEMONSTRATION CENTER - \$40,000

This is to provide space to house the Adult Education Demonstration Center.

At the present time, the Center is located in the former Franklin Administration Building and the old Emery Elementary School. Plans call for the Franklin to be vacated and to be developed into a National Shrine. The Emery School was designated for use by community groups when it was vacated by the elementary schools. The Demonstration Center was allotted space there on a temporary basis. It is estimated that, based on square footage estimates used by the schools, the Center would need approximately 8,850 square feet. Using the estimated cost of \$4.50 per square foot, the request for funds for space rental would be \$40,000.





Summer And Continuing Education - \$53,006

The FY 1970 Budget request included a request for Establishment of Departmental Administration for this department.

It was inadvertently deleted by the City Council. Therefore, it is being requested as an Amendment.

This department would be responsible for the coordination, control, and direction of all summer school and continuing education programs.

The positions and funds requested are as follows:

|   | <u>Positions</u> | <u>Amount</u> |
|---|------------------|---------------|
| Class 3 Assistant Superintendent              | 1                | \$20,569      |
| Class 6 Assistant to Assistant Superintendent | 1                | 16,569        |
| GS-8 Administrative Aide                      | 1                | 8,600         |
| GS-6 Secretary                                | 1                | 7,268         |
|   |                  | <hr/>         |
| Total   |                  | \$53,006      |
|   |                  | <hr/> <hr/>   |

Additional Transportation Requirements for Board Members and Staff

The Board Members, representing particular districts of the city, have been increased from nine to eleven, a 22 per cent increase. There is increased travel between schools, meetings in various communities, the central office and other contact points such as, Congress and the City Council. In an effort to provide adequate facilities for both, members of the Board and the administrative staff, it is requested that two automobiles, at approximately \$4,000 each, be provided to meet these needs.



AMERICAN ARBITRATION ASSOCIATION  
ADMINISTRATOR

VOLUNTARY LABOR ARBITRATION TRIBUNAL

In the Matter of the Arbitration between

RUBY G. WOODSON

- and -

DISTRICT OF COLUMBIA BOARD OF EDUCATION

Case No.

14 30 0036 69M

A p p e a r a n c e s :

BARDYL R. TIRANA

Attorney for Grievant

MILTON C. DENBO

Attorney for Board of Education

Opinion of the Arbitrator

Mrs. Ruby G. Woodson is a teacher at Woodrow Wilson High School and a member of Washington Teachers' Union, Local 6, American Federation of Teachers. She transferred to Woodrow Wilson from Western in July, 1968. When she asked for a parking space she was told that such spaces were assigned on the basis of building seniority. In a grievance presented to Wilson Principal Vincent E. Reed she protested this

AMERICAN ASSOCIATION  
ADMINISTRATIVE

EXHIBIT A - LABOR AGREEMENTS

|  |
|--|
| IN THE COURT OF THE DISTRICT OF COLUMBIA |
| UNITED STATES OF AMERICA                 |
| - vs -                                   |
| UNITED STATES OF AMERICA                 |

Page 1  
of 10

\*\*\*\*\*

JOHN E. TERRY  
Attorney for Defendant

WILLIAM C. TERRY  
Attorney for Plaintiff

Exhibit A - Labor Agreements

1. The American Association of University Professors (AAUP) is a national organization of college and university professors. It was founded in 1915 and has since that time been the leading organization of its kind in the United States. The AAUP is composed of members from all parts of the country and is dedicated to the improvement of the status of the college and university professor. It has been successful in many of its efforts, particularly in the area of collective bargaining. In 1957, the AAUP entered into a collective bargaining agreement with the American Association of Economic Geographers (AAEG). This agreement was the first of its kind in the history of the AAUP and was a significant step towards the recognition of the AAUP as a labor organization. The agreement provided for the establishment of a joint labor-management committee to study and report on the conditions of the AAEG members. It also provided for the establishment of a grievance procedure and for the payment of dues by the AAEG members. The agreement was a landmark in the history of the AAUP and was a major achievement for the organization. It was a testament to the power of collective bargaining and to the ability of the AAUP to negotiate on behalf of its members. The agreement was a significant step towards the recognition of the AAUP as a labor organization and was a major achievement for the organization. It was a testament to the power of collective bargaining and to the ability of the AAUP to negotiate on behalf of its members.



assignment system. That grievance being denied, Mrs. Woodson caused it to be processed through ensuing steps prescribed by the bargaining Agreement, and in time the matter was brought to arbitration. The Union did not associate itself with Mrs. Woodson's grievance, as it could have done under the bargaining Agreement of January 17, 1968, and the dispute proceeded as one between Mrs. Woodson and the Board of Education. Grievant was represented by her personal counsel, Bardyl R. Tirana, Esquire, and the Board of Education was represented by Milton C. Denbo, Esquire.

The full text of the grievance is as follows:

#### STATEMENT OF GRIEVANCE

I hereby protest the assignment of limited parking spaces to specific teachers for the following reasons:

1. The assignment of limited spaces for parking does not allow for the maximum utilization of the spaces available.

The provision of the parking spaces is financed by the funds of tax-payers for the use of teachers of Woodrow Wilson High School, not for a few designated individuals to have the privilege to use it or not to use it as they see fit, while other teachers scrounge around the neighborhood for hard-to-find street parking.

2. It is impossible to assign these spaces fairly on

be William C. Smith, Esquire,  
Esquire, Esquire, and the Board of Directors and President  
Chicago was represented by her personal attorney, David A.  
of New York City, New York and the Board of Directors.

is satisfied as an example and to that that end

1. I hereby certify that the following is a true and correct copy of the original as the same appears in the records of the Department of the Interior, Bureau of Land Management, Washington, D. C.

1. The Commission of Inquiry into the activities of the Communist Party of the United States of America (CPUSA) has been established by the President of the United States.

The provision of the existing statute is amended so that the Board of Supervisors has the right to license all persons who are engaged in the business of selling or offering for sale any goods or services, whether such goods or services are sold or offered for sale in person or by mail, or by any other means, and to regulate the same.

3. It is impossible to obtain from (1) the



the basis of length of service at Woodrow Wilson High School.

In the event that several teachers who were appointed on the same day should approach the assignment officer at the same time, and are placed on the list in some arbitrary order, how can it be determined which one of these will have the right to the first space to become available?

3. The assignment of parking spaces to teachers as it is practiced at Woodrow Wilson represents a kind of discrimination.

Since the Honorable Skelly Wright has ruled (and we all know it is true), that discrimination in the assignment of teachers to schools in the District of Columbia has been practiced, the assignment of parking spaces based on the length of service at Woodrow Wilson further discriminates against the same teachers who were discriminated against under the former system of teacher assignments.

If length of service is to be used as the criterion for parking assignments, it should be based on length of service in the System, not on the length of service at the school.

4. The School Administration is audaciously assuming illegal authority when it proceeds to ban certain teachers from using parking facilities provided for them.

Spaces must be assigned to each teacher or to none at all. Limited parking facilities should be made available to teachers on a first-come-first-serve basis.

When the dispute came on for hearing on March 6, 1969, it was agreed that the question to be decided was this:

The basis of award of service at normal rates  
shall be:

In the event that several persons are  
employed on the same day, service shall be  
awarded on the basis of the time spent, and not  
on the basis of the time actually spent, and  
one is to be awarded which one is least with  
have the right to the first space to be  
awarded.

3. The award of service shall be based on  
the basis of the time spent, and not on  
the basis of the time actually spent, and  
one is to be awarded which one is least with  
have the right to the first space to be  
awarded.

Since the award of service is based on  
(and not on the time spent), the award  
in the award of service is based on the  
basis of the time spent, and not on the  
basis of the time actually spent, and one  
is to be awarded which one is least with  
have the right to the first space to be  
awarded.

If length of service is to be used as the  
basis for awarding service, it should be  
based on length of service in the system, not on  
the length of service on the system.

4. The award of service shall be based on  
the basis of the time spent, and not on  
the basis of the time actually spent, and  
one is to be awarded which one is least with  
have the right to the first space to be  
awarded.

Since the award of service is based on  
the basis of the time spent, and not on  
the basis of the time actually spent, and  
one is to be awarded which one is least with  
have the right to the first space to be  
awarded.

Since the award of service is based on  
the basis of the time spent, and not on  
the basis of the time actually spent, and  
one is to be awarded which one is least with  
have the right to the first space to be  
awarded.

It was agreed that the question of the award of service  
shall be based on the basis of the time spent, and not on  
the basis of the time actually spent, and one is to be  
awarded which one is least with have the right to the  
first space to be awarded.



Is the assignment of parking spaces to teachers based on seniority at Woodrow Wilson High School an unfair practice under existing laws or Board of Education rules and regulations?

Counsel for Grievant has urged that the assignment of teachers' parking spaces is an unfair practice under the provisions of the bargaining Agreement and under the pronouncements in Hobson v. Hansen, 269 F. Supp. 401, affirmed sub nom. Smuck v. Hobson, \_\_\_\_ U.S. App. D.C. \_\_\_\_, \_\_\_\_ F.2d \_\_\_\_\_. The argument was made that because Mrs. Woodson is a Negro, and because Wilson is a predominantly white school, and because until very recently the faculty has been more than 85% white, the building seniority program of assigning parking spaces is discriminatory against Negro teachers.

Grievant's Testimony.

Testifying briefly on her own behalf, Mrs. Woodson told of her service as teacher since 1954 at a number of schools and of her transfer from Western to Wilson in 1968, and said that she asked for a parking space and was told they were assigned by building seniority. On cross examination she confirmed that Mrs. Edna B. Jackson (an older teacher and

In the assignment of parking spaces to teachers based on seniority at Jackson High School an unfair practice was established in the Board of Education rules and regulations.

General Mr. Givens has argued that the assignment of teachers' parking spaces is an unfair practice under the provisions of the Employment Agreement and under the provisions of the Jackson v. Board of Education, 1963, 1964, 1965, and 1966, U.S. Supreme Court, 384 U.S. 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

General Mr. Givens.

Resisting briefly on her own behalf, Mrs. Jackson said that she had been a teacher since 1950 as a contract at \$1000 and at the same time from 1950 to 1955, and said that she asked for a parking space and was told that she was assigned to holding materials. On cross examination she testified that Mrs. Helen B. Jackson (an older teacher and



a Negro) had offered in October, 1968, to give her Mrs. Jackson's own space and that she refused that offer: "I am a moral person. I didn't want a deal. I wanted the whole thing abolished, and I don't compromise."

Testimony for the Board.

Assistant Superintendent Rufus C. Browning testified that there are no Board rules or regulations relating to assignment of parking spaces and that at senior, junior, and vocational high schools such matters are handled at the school level by the principal and the Advisory Committee. He said that at most senior high schools parking was assigned by seniority or handled on a first come first serve basis, and that at no location was it on a system-wide seniority basis. Also that no teacher except Mrs. Woodson had ever made a complaint on the subject. On cross examination he said the Board had followed the above cited court decision in the matter of transfers to correct imbalance, and that he had never heard of a Negro teacher being discouraged from transferring to Wilson because of a parking problem.

Wilson Principal Vincent E. Reed, a Negro, testified that over the years there had been many Negro teachers

which thing abolished, and I don't imagine."

THE UNIVERSITY OF CHICAGO

that over the years there had been many changes

Miss Principal Vincent E. Cook, a native, testified

from testimony as Miss Jackson of a certain teacher.

he had never heard of a Negro teacher being dismissed

in the matter of transfers to various schools, and that

would the board had followed the same kind of decision

made a complaint on the subject. On other occasions he

heard. Also that no teacher except Mrs. Jackson had ever

and that at no location was it on a system-wide basis

by majority or less than a five year term basis,

He said that at some point high school girls were assigned

the school level by the principal and the district committee.

and vocational high schools such students are handled as

assignment of pending orders was that of senior, junior,

that there are no points value or reputation relating to

Assistant Superintendent John L. Browning testified that



there, and that by vote of the teachers many years ago it had been decided that parking spaces were to be assigned on the basis of building seniority. He said he had talked to Mrs. Woodson and suggested that she see the School Faculty Advisory Committee (constituted under the bargaining Agreement), or that she poll or petition the faculty, or that he would give her an opportunity to state her position in a faculty meeting; and that she replied that she "didn't have time for that and would take it further." He also said that although he had suggested earlier that if there was a feeling among the faculty that the parking arrangements should be changed, it would be taken up, no one except Mrs. Woodson has ever made a complaint. He also testified that there was ample parking space on the streets at Wilson, and this was confirmed by the arbitrator's personal survey of the area.

Mrs. Edna Burke Jackson, a teacher at Wilson since 1955, and Building Representative and Chairman of the School Chapter Advisory Committee, testified as to her efforts to resolve Mrs. Woodson's complaint. She referred to a letter she had written to Mrs. Woodson on October 10, 1968 giving full details as to how the parking arrangements developed,

they, and that by vote of the committee they were to  
have been decided that pending further action by the committee  
on the basis of existing conditions. He said he had raised  
to Mr. Johnson and suggested that after the National Society  
Advisory Committee (constituted under the existing program  
went), or that the bill be pending the Society, or that he  
would give him an opportunity to state his position in a  
twenty meeting and that the report of the "Life's Story"  
line for that and would then be received. He also said that  
although he had suggested earlier that it there was a feeling  
among the Society that the pending arrangements should be  
changed, it would be taken up, or not, as the case might be.  
He then made a suggestion. He then suggested that there  
was much pending work on the ground at Union, and that  
was confirmed by the chairman's general survey of the  
work.

Mr. John White Jackson, a member at Union since  
1927, and holding Representative and Chairman of the School  
Advisory Committee, testified as to his efforts to  
revive the National Society's suggestion. He referred to a letter  
he had written to Mr. Johnson on October 11, 1928 giving  
full details as to how the pending arrangements developed.



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1267  
and challenging the suggestion that racial discrimination was involved. She said that it was as a Union representative that she turned down Mrs. Woodson's grievance. Also that Mrs. Woodson refused her offer of the use of her own space, refused to poll the faculty, and was adamant in saying that she intended to break up the seniority system.

Kenneth W. Nickoles, employee management specialist in the Board's Department of Personnel presented an exhibit showing that in all the various high schools parking spaces are assigned on the basis of building seniority or on the basis of first come first serve. He admitted that at Wilson the ratio of 33 to 4 is higher than at any other school, but said that at some locations when white teachers transferred to schools with predominantly Negro faculties they had to wait their turns for parking spaces on the basis of building seniority, when such applied.

Director of Employee Relations Leslie E. Jones presented an exhibit showing that 33 of 47 teachers assigned to Wilson since 1967 are Negro. He also testified that no preference in parking assignments has ever been given on the basis of system-wide seniority and that no teacher junior to Mrs.



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and challenging the suggestion that racial discrimination  
was involved. He said that it was a false representation  
that the Bureau had not. He said that the Bureau  
had not refused her offer of the use of her own office, and  
he said the Bureau, and was adamant in saying that the  
Bureau is not in the custody system.

George H. Nichols, assistant manager, speaking in  
the Board's Department of Personnel presented an exhibit  
showing that in all the various high schools existing agencies  
are assigned on the basis of holding contracts as the  
basis of their own kind of work. He admitted that at Wilson  
the ratio of 12 to 1 is higher than at any other school, but  
said that at some locations there were no other contracts  
in schools with government, from facilities that had to  
and these were for holding agencies on the basis of holding  
the contract, when such applied.

Director of Hygiene Education Louis E. Jones presented  
an exhibit showing that 12 of 13 teachers assigned to Wilson  
school had no degree. He also testified that in previous  
in holding contracts had been given on the basis of  
systematic method and that no teacher failed to give.

Woodson has ever received a parking space assignment at Wilson.

#### Discussion and Rulings.

In one form or another the principle of seniority has been employed in the drafting and administering of tens of thousands of bargaining agreements. It is universally recognized as a fair and proper guide or test in such matters as promotions, protection against layoffs, shift preferences and vacation selections. It is not free of imperfections, and occasionally results in a seeming inequity. But in the long run it has been found to serve a useful and salutary purpose by giving priority in status or opportunity to employees with longer years of service.

In the present situation, the rule of seniority was not prescribed by the employer Board of Education. It was adopted many years ago by the democratic process of voting by Wilson Faculty members themselves and, as was testified without contradiction, it was re-confirmed by the faculty members between 1955 and 1967.

Should the Board of Education be required to overturn a parking assignment plan which satisfies all the teachers



...and were treated as having been assigned to

...

### ...and ...

It was found that the ... of ...

... in the ... and ... of ...

... of ... It is ...

... as a ... in ...

... in ...

... and ... It is ...

... and ... in a ...

... it has been found to have a ...

... in ...

... of ...

In the ... the ... was not

... by the ... It was ...

... in the ...

... and ...

... it was ...

... 1955 and 1957.

... in ...

... all the ...

at Wilson, except one, and satisfies their Union as well?

It will be accepted as true that although there are ample spaces on the street outside the school, it would be more convenient to park on the school grounds. But in the circumstances, inconvenience does not necessarily bespeak discrimination. Every seniority system carries with it some preference, and some corollary disadvantages.

Careful consideration has been given to the argument of counsel for the grievant that the seniority system should be invalidated because it is the outgrowth of an unconstitutional teacher placement plan, and racially discriminatory. This argument is based on the fact that of the parking spaces now assigned, 33 are held by white teachers and only 4 by Negroes, and of the white teachers holding spaces, 15 have less system-wide seniority than Mrs. Woodson, and 14 of these 15 came to Wilson prior to June 16, 1967, "when Negroes such as Mrs. Woodson were being excluded."

These figures are indeed striking, but they do not establish that a discriminatory pattern was intended by the Board of Education, which, as we have seen, did not dictate or establish the building seniority system used at Wilson



at present, except not, and certainly their time is well

It will be suggested at this time that these are  
perhaps the only ones outside the school, it would be  
very difficult to pay in the school grounds. But in the  
circumstances, however, it is not necessarily better  
than the others. Every teacher would have to be  
in the school, and some of the teachers.

Several suggestions have been given to the committee  
of course for the present but the committee have already  
in the past been in the school and in the school  
class, and in the school, and in the school.  
This suggestion is based on the fact that the school  
is not a school, it is not a school, it is not a school,  
only a school, and of the school, and of the school,  
it has been in the school, and in the school, and in  
of these is one in the school, and in the school,  
Suggest each in the school, and in the school.

These figures are based on the fact that the  
school is a school, and in the school, and in the school,  
and in the school, and in the school, and in the school,  
and in the school, and in the school, and in the school.



and six other senior high schools, as well as at some eight junior high schools. Nor is there any basis in the evidence for holding that there is a "discriminatory pattern" in the system voted by the teachers themselves and approved over the years, and acquiesced in by all the teachers, of both races, except the grievant. It can surely not be called a scheme or tactic to perpetuate an objectionable system, since it has been and is open to them to change or abolish it by their votes. Indeed it was open to Mrs. Woodson to initiate such a move, and, as has already been stated, she was twice invited to do so, once by her Principal and once by Mrs. Jackson, and she twice declined to do so, for the stated reason that she did not have the time.

The charge that the Board has not moved properly to encourage transfers of teachers in order to correct racial imbalance is not a matter to be decided in this arbitration proceeding. But the uncontradicted testimony is that there has been no policy to discourage transfers to Wilson, and no teacher has been discouraged from transferring to Wilson because of the parking situation.

and the other section high below, as well as the other  
section high above. And it shows the basis in the evidence  
for holding that there is a "discontinuity" in the  
system noted by the learned counsel and answered over  
the years, and especially in the last instance, as both  
times, under the system. It can easily not be called  
a change in terms in substance or substantially system,  
since it has been not in fact to change in details  
it is itself noted. Indeed it was not in fact, because it  
indicates with a note, and, as the learned counsel stated, the  
was being invited to do so, and it was principal and now  
by the learned, and the other defined to do so, for the  
system cannot then be said to have been.

The charge that the Board has not acted properly in  
removing members of the Board is not a matter of  
substance is not a matter to be decided in this jurisdiction  
proceeding. And the uncontroverted testimony in this case  
has been on point in showing that the Board, and  
no other, has been directed and authorized to follow  
the course of the pending litigation.

A W A R D

The assignment of parking spaces to teachers based on seniority at Woodrow Wilson High School has not been shown to be an unfair practice under existing laws or Board of Education rules and regulations, and the grievance of Ruby G. Woodson must be denied.

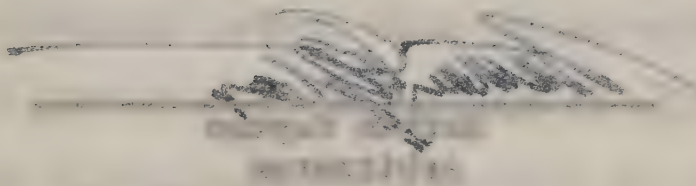
MAR 25 1969

  
Nathan Cayton  
Arbitrator



MEMO

The management of public lands in the State of California is a matter of great importance to the people of the State. It is the duty of the State to protect the public lands from the encroachments of private individuals and to preserve them for the use of the people. The State should also be careful to see that the public lands are not sold at a low price and that the proceeds are used for the benefit of the State.



MAY 22 1889







PERSONNEL ITEMS APPROVED BY THE  
COMMITTEE OF THE WHOLE CONCERNING PERSONNEL

AT ITS MEETING ON

TUESDAY, MARCH 18, 1969

1. Persons made Permanent

RECOMMENDED MOTION: "that the following-named persons be made permanent in the positions indicated."

- (a) Mr. Benjamin J. Henley, Assistant Superintendent, Urban Service Corps, effective on and after March 1, 1969.
- (b) Mr. Millard Williams, Assistant Principal, Junior High School, effective on and after March 1, 1969.
- (c) Mrs. Doris H. Edwards, Assistant Principal, Miner Elementary School, effective on and after ~~April 21~~, March 21, 1969.
- (d) Mr. Gerald R. Brown, Assistant Principal, Senior High School, effective on and after March 1, 1969.
- (e) Mr. Frederick L. Couzzens, Assistant Principal, Elementary School, effective on and after January 1, 1969.
- (f) Mr. J. Weldon Greene, Assistant Principal, Elementary School, effective on and after January 1, 1969.
- (g) Mrs. Lozelle J. DeLuz, Assistant Principal, Elementary School, effective on and after January 1, 1969.
- (h) Mr. John D. Howard, Assistant Principal, Elementary School, effective on and after January 1, 1969.

2. Return to Duty from Leave of Absence Without Pay

RECOMMENDED MOTION: "that Mrs. Charlotte K. Brooks, Supervising Director, Department of English return to duty from leave of absence without pay, effective on and after April 1, 1969. (Granted leave of absence without pay December 31, 1968)."





### 3. Resignations

RECOMMENDED MOTION: "that the resignations of the following-named persons be approved."

- (a) Dr. Joseph M. Carroll, Associate Superintendent, Planning, Innovation, and Research, effective from and after July 15, 1969.
- (b) Mrs. Elizabeth M. Goodman, Principal, Sharpe Health School, effective from and after February 28, 1969. (Granted leave of absence without pay February 28, 1966).
- (c) Mr. Alexander P. Grant, Computer Systems Analyst (GS-13) Department of Automated Information, effective from and after February 22, 1969.
- (d) Dr. Rufus C. Browning, Assistant Superintendent, Department of Personnel, effective from and after June 3, 1969.

### 4. Retirement - Voluntary

RECOMMENDED MOTION: "that the retirement of Mr. Randall R. Evans, Principal, Cardozo Senior High School (age and service) effective from and after March 31, 1969, be approved,"

### 5. Filling of Positions

#### (a) Principals, Elementary Schools

RECOMMENDED MOTION: "that Mr. Clarence W. Taylor, Assistant Principal, Nalle Elementary School be promoted probationary to the position of Principal, Randle Highlands-Orr Elementary School, effective on and after April 1, 1969."

"that Mrs. Josephine W. Teague, Assistant Principal, Scott Montgomery-Morse Elementary School be promoted probationary to the position of Principal, Crummell Elementary School, effective on and after April 1, 1969."



5. Filling of Positions

(a) Principals, Elementary Schools - cont'd.

RECOMMENDED MOTION: "that the following-named persons be assigned as Principals, Elementary Schools, as vacancies occur during the period April 1, 1969, thru June 30, 1969."

- (1) Mrs. Inez G. Wood, Assistant Principal,  
Stanton Elementary School
- (2) Mr. Vernon C. Wilson, Assistant Principal,  
Kenilworth Elementary School
- (3) Mrs. Shirley G. Hayes, Assistant Principal,  
Park View Elementary School

(b) Assistant Superintendent, Pupil Personnel Services

RECOMMENDED MOTION: "that Dr. Wilbur A. Millard, Assistant to the Assistant Superintendent, Pupil Personnel Services be promoted probationary to the position of Assistant Superintendent, Pupil Personnel Services, effective on and after April 1, 1969."

(c) Director, School Desegregation Program

RECOMMENDED MOTION: "that Mr. John W. Haywood, Assistant Director, School Desegregation Program be promoted probationary to the position of Director, School Desegregation Program, effective on and after April 1, 1969."

(d) Supervising Director, Department of Science

RECOMMENDED MOTION: "that Mr. Reuben G. Pierce, Assistant Director, Department of Science be promoted probationary to the position of Supervising Director, Department of Science, effective on and after April 1, 1969."





5. Filling of Positions - cont'd.

- (e) Digital Computer Systems Administrator (GS-13)  
Department of Automated Information Services

RECOMMENDED MOTION: "that Mr. John R. Jackson be appointed probationary to the position of Digital Computer Systems Administrator (GS-13) Department of Automated Information Services, effective on and after April 7, 1969."

- (f) Deputy Director, Employer-Employee Relations  
(GS-13) Division of Personnel Services

RECOMMENDED MOTION: "that Mr. Kenneth W. Nickoles, Employee-Management Cooperation Specialist (GS-12) be promoted probationary to the position of Deputy Director, Employer-Employee Relations (GS-13) Division of Personnel Services, effective on and after March 23, 1969."



C O N F I D E N T I A LTranscript of Meeting ofCommittee on PersonnelFebruary 9, 196711:10 A. M.

Present: Chairman Louise S. Steele, Dr. Benjamin H. Alexander  
and Mr. Carl C. Smuck, members of the Committee;  
Colonel West A. Hamilton, Dr. Euphemia L. Haynes,  
Reverend Everett A. Hewlett, Dr. John A. Sessions,  
Mrs. Ann Haynes Stults and Mr. Irving B. Yochelson --  
Nine Board Members.

Executive Secretary Gertrude L. Williamson.

Press or public not present.

REPORT  
OF THE  
COMMISSIONER OF THE  
BUREAU OF  
THE  
LAND OFFICE

Presented to the Senate and House of Representatives  
at their joint session, on the 15th day of January, 1881,  
by the Honorable William H. Hunt, Commissioner of the  
Bureau of the Land Office.

EXECUTIVE SECRETARY: GEORGE W. WILSON.

Printed at the Government Printing Office.



P R O C E E D I N G S

MRS. STEELE: I think we will begin the meeting. This is a meeting of the Personnel Committee, but I am very happy that all members can be here. Mr. Yochelson is going to be a little late. This meeting of the Committee on Personnel has been called for the purpose of discussing information gathered by the Committee in regard to the assignment given to the Committee by the Board on January 25 concerning the appointment of the Superintendent of Schools. The assignment to the Committee was made through a motion by Reverend Hewlett with an amendment added by Mrs. Steele. The motion instructed the Committee to make use of the services of the selected university group in helping to fill the position of the Superintendent of Schools in Washington as of May 21, 1967, and that, furthermore, it would be understood that should the Personnel Committee question the use of this procedure, it will so inform the Board, and, by this procedure, was meant the use of a university team to investigate the field as to other possible candidates for the position with the incumbent to be considered a part of the field.

The procedure used by the Committee was to contact the following: Lawrence Kremins, Professor, Teachers College, Columbia; R. Campbell, Dean of the Graduate School of the University of Chicago; H. Thomas James, Dean of the School of Education, Stanford University; Theodore Sizer, Dean of the



MEMORANDUM

TO: DIRECTOR, BUREAU OF RESEARCH

FROM: [illegible]

SUBJECT: [illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

10. [illegible]

11. [illegible]

12. [illegible]

13. [illegible]

14. [illegible]

15. [illegible]

16. [illegible]

17. [illegible]

18. [illegible]

19. [illegible]

20. [illegible]

1 School of Education, Harvard University; Harold Hunt, Professor  
2 of the School of Education, Harvard University; Dana Cotton,  
3 Director of Placement, Harvard University, who is now on a  
4 year's leave with Frank Keppel and General Learning Corporation;  
5 Dr. F. Connor, American Association of School Administrators,  
6 and Mr. Phillips, whose first name I don't know, of the State  
7 Agency Cooperation Department of the Office of Education.

8 Each man was apprised of the following:

9 That the Superintendent's three-year contract terminates  
10 in May; our situation is know to them, and they can understand  
11 the Board is most concerned as to the question of reappoint-  
12 ment. It has been brought to our attention that a panel  
13 consisting of experts from three or four universities are  
14 willing to assist a Board of Education in this situation, look  
15 at the possibilities in the way of others who might fill the  
16 position; that is, the Superintendent's contract ends in May  
17 and if he does not resign or the Board does not definitely  
18 terminate his contract, he becomes a candidate among others  
19 brought to the Board's attention by a panel of experts. That  
20 during an executive session on January 25, the Board agreed  
21 upon further exploration of the matter. At this time, what  
22 we seek is the expert being talked to on the telephone, asked  
23 for his comments on the proposed procedure as well as his  
24 comments and suggestions on alternate procedures, if any, in  
25 the way of help for Boards making this kind of a decision.



the way of help for boards making this kind of a decision.  
contacts and suggestions on administrative procedure, it will be  
for the committee on the proposed procedure as well as the  
we seek in the report being laid to us in the department, which  
upon further explanation of the matter. At this time, we  
during an extensive session on January 15, the board agreed  
brought to the board's attention by a panel of experts. The  
certificates his certificate, he became a candidate upon whom  
and if he does not resign on the board will not voluntarily  
position; that is, the Superintendent's contract with the  
at the possibility in the way of where the state will the  
filled in would a board of education in this situation, look  
consisting of experts from three or four universities are  
ment. It has been brought to our attention that a panel  
the board is most concerned as to the question of responsibility  
in any, our attention is drawn to that, and that the department  
that the Superintendent's three-year contract is terminated  
Each man was apprised of the following:

Now the following are the comments of these people who were contacted. The first was Lawrence Kremins of Columbia. He said the team of Kremins, Sizer and Ianni was formed because they felt that Boards needed help in finding good Superintendents, and such help should not be forthcoming at the great expense usually charged to Boards for this kind of consultation. Secondly, these three men feel there is a way to do this which does not take the consideration and decision-making out of the hands of the Board, as many consultant groups do. Therefore, with Princeton, New Jersey this past year, the team of Ianni, Kremins and Sizer worked free except for travel expenses. They ultimately brought to that Board a panel of ten or twelve possibilities which they had gathered from around the country. They made a national search which included interviewing the incumbent Superintendent. They had three categories; those who were highly desirable; those who were more than possible and those who were possible, and the incumbent was not included in any of these categories. The team then gave the Board a series of questions that might be used during their interviews with the people that they were suggesting, but the team did not sit down with the Board during these interviews, and the decision rested directly with the Board. He said the Princeton situation was not quite the same as ours as the school jurisdiction had changed within the last two years by the consolidation of two school districts,



and the following are the members of these groups and their  
connected. The first was Lawrence (son of William). He  
said the team of Krenn, who had been in the same business  
that this was never before in the same business.  
Krenn, and with some of the following of the  
great expense caused by the fact that the same of the  
Krenn, Krenn, these were not the same in a way to  
the fact that the same was the same and the same.  
Krenn, and the same of the same, as the same group  
to. Therefore, with Krenn, the same was the same, the  
same of Krenn, Krenn and the same were the same.  
expenses. They ultimately brought to that Board a party of  
or twelve possibilities which they had gathered from around  
the country. They were a national group which included  
investigating the business, Krenn, they had been  
Krenn, these were highly detailed, these were the  
same from Krenn and these were the same, and the same  
Krenn was not included in any of these categories. The same  
Krenn gave the Board a number of questions that might be asked  
during their interviews with the Krenn that they were not  
Krenn, but the same did not seem to be the same during  
these interviews, and the decision seemed directly with the  
Board. So while the investigation was not quite the  
same as was in the school, Krenn, and the same with  
the fact that the same of the same of the same.

1 and the Board had made it plain to the incumbent a year  
2 before that they expected to conduct this kind of exploration  
3 in view of the changed school district. So, in effect, he  
4 was an Acting Superintendent of the newly defined district  
5 until expiration of his contract. The Superintendent of the  
6 other school district retired.

7 Now regarding Washington, here are his remarks regarding  
8 the Washington situation, and the use of a team. Mr. Kremins  
9 himself could not spend the time now. He is very interested  
10 although this is not his area of expertise. His area of  
11 expertise is long-hair research in history, philosophy and  
12 sociology. He understands the need for Mr. Ianni to be  
13 disassociated from such a study but felt that Campbell of  
14 Chicago and James from Stanford, who had indicated great  
15 interest in the Ianni-Sizer-Kremins operation in Princeton  
16 might be very interested in doing this because they sympathize  
17 very much with the approach used by the team, that is, not  
18 costing a Board a great deal of money and working it so that  
19 the Board really does the decision-making. He feels that  
20 Sizer would be very busy and might be be able to devote the  
21 time to this, but that James might have more time although his  
22 location is difficult being as how he is out in California,  
23 but he indicated very strongly our talking to Campbell and to  
24 James. As to the District Board of Education availing itself  
25 of this kind of help at this time, he said, "You could take



and the house was built in the summer of 1880

before that time having been built in the summer of 1880

in view of the summer season, and in 1880, in

and on having a permanent of the house, which

was a copy of the house, the house was built

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and the house was built in the summer of 1880

1 the attitude that once the Columbia survey is made, the big  
2 question is who can carry through the best the recommendations  
3 and changes accepted by the Board? Perhaps you should wait  
4 for this kind of professionally assisted search, that is, the  
5 use of this kind of team after the survey to see what the  
6 survey is like and to take a good, hard look at where you are  
7 going, however, before embarking on such a process at this  
8 point." We would want to consider pretty much that by  
9 embarking on this process, looking at another field, this is  
10 indeed quite a rejection of the incumbent and the Board better  
11 clear with the political powers that be, whatever they are.  
12 He wasn't about to state what they were in the District of  
13 Columbia because the Superintendent, under these conditions,  
14 might resign and the Board find it is way out on a limb and  
15 facts have to be faced. The salary of \$26,000 will make any  
16 kind of recruitment of interested people difficult. Interest  
17 will probably be evinced by "Wet-behind-the-ears fellows" or  
18 "Old hats." The question is whether you can do what needs to  
19 be done in Washington at this salary. Therefore, the Board  
20 must act itself, whether it is at this time requesting the  
21 help of such a team as James and Sizer or not. The fact is  
22 the people on the scene, the Board especially, have to estimate  
23 the situation and decide when such professional help will be  
24 most useful to it. Therefore, he urged going ahead and talking  
25 with James. If the Board feels it cannot avail itself of the



the question is who can carry through the best the recommendations  
and make progress by the means. I think you should help  
for this kind of professionally assisted search, that is, the  
use of this kind of search after the survey is over and the  
survey is done and is done a good, hard look at what you are  
doing, however, before submitting an action program to the  
board. We would want to consider pretty much that by  
submitting an action program, looking at whether this is  
indeed what a rejection of the instrument and the board have  
done with the political process that is, however, that is.  
He wasn't about to state what they were in the District of  
Columbia because the Department, after these negotiations,  
about foreign and the board that it is not on a line and  
that have to be done. The delay of the board will have the  
kind of recruitment of interested people difficult. I think  
will probably be evinced by "wet-behind-the-ears" feeling, or  
"this is it." The question is whether you can do that much in  
as soon as Washington at this delay. Therefore, the board  
must act itself, whether it is at this time recommending the  
help of such a team as James and Smith or not. The fact is  
the people on the board, the board especially, have no authority  
the situation and that is why the board should not be  
most useful to it. Therefore, we need going around and talking  
with them. If the board feels it cannot really do much

1 help of such a team at this point, perhaps it can in the  
2 future. Now that was Mr. Kremins' viewpoint.

3 (Mr. Yochelson comes in.)

4 MRS. STEELE: The next one was Dr. Campbell, the University  
5 of Chicago, the Graduate School of Education. He stated that  
6 as a member of a team helping school systems find Superin-  
7 tendents, he would find it very difficult to consult formally  
8 with a Board that had not terminated the incumbent's contract.  
9 He also feels it would be difficult to bring interested people  
10 forward unless there was a stated opening. He has been a  
11 consultant to Boards many times as they examined certain aspects  
12 of their school system with the Superintendent present.  
13 Ultimately this has lead, or he doesn't know whether this  
14 has been directly responsible for the departure of the Superin-  
15 tendent, but the direct question at hand was not the reappoint-  
16 ment of the Superintendent. The Board has to struggle itself  
17 with the problem of contract renewal, and looking at all the  
18 factors to decide. He felt if it comes out with a 55 percent  
19 plus, we should probably go ahead and renew. If it is about  
20 45 percent plus, then it becomes a question. It is very  
21 possible that by declaring a contract ended and the incumbent  
22 not released or reappointed but part of a field of possibly  
23 interested candidates, a Board jeopardizes its position in the  
24 future when actually seeking candidates as able people will not  
25 wish to undergo this particular kind of examination, and it



help of such a team at this point, perhaps it can in the future. Now that was Mr. Fleming's viewpoint.

(Mr. Woodhouse comes in.)

... the way the Mr. Woodhouse, the University of Chicago, the Graduate School of Education. He stated that in a number of cases where the system is being implemented, he would find it very difficult to examine the system. He also feels it would be difficult to bring interested people to the subject. There was a stated opinion. In his view, consultant to Board many times as they examine certain aspects of their school system with the Superintendent. Ultimately, this has been, or he doesn't know whether this has been directly responsible for the success of the system. The direct question at hand was not the responsibility of the Superintendent. The Board has no authority to deal with the problem of control, responsibility, and all the factors of control. In this it is found out with a 25 percent plan, we should probably go ahead and work. It is in the 25 percent plan, then it becomes a question. It is very possible that by having a control system and the Superintendent released or responsible for a kind of responsibility. A board of trustees, a board of trustees in the future may actually be able to do as this people will not wish to undergo this particular kind of examination, and it

1 might even be considered as an unethical procedure. He would  
2 be willing to consult with individuals from the Board on the  
3 important factors they might wish to consider in reviewing  
4 a contract, but would not be part of a panel inviting a field  
5 of candidates until the position was declared open. He thinks  
6 then it would be a valuable pursuit.

7  
8 Now the next one is H. Thomas James.

9 DR. HAYNES: May I interrupt? I wonder if it wouldn't  
10 be helpful if Mrs. Williamson could have the first part of your  
11 presentation typed so that we could all have a copy of it,  
12 the first part where you stated the directive under which you  
13 are working and the plan under which you are working, so that  
14 we could all have a copy of it. It struck me as being very  
15 short.

16 (Mrs. Steele hands papers to Mrs. Williamson.)

17 MRS. STEELE: Now this is Mr. James from Stanford  
18 University, the Dean of the School of Education. He said to  
19 remember that the District Board of Education is dealing with  
20 an old institution when it is dealing with its public school  
21 organization. Individual Board Member may be impatient, but  
22 you can't make old institutions jump around corners. He is  
23 very interested in our situation but he feels it would be hard  
24 for the team to play its role without a real vacancy in existence  
25 So the Board must make up its mind to renew the contract or  
not to renew it. The matter of ethics comes into this. It



might even be considered as a hypothetical proposition. It would be willing to consult with individuals from the Board on the important factors they might wish to consider in reviewing a candidate. The Board has no right of a final decision. The position of candidates until the position was declared open. He thinks then it would be a valuable pursuit.

Now the next one is H. Thomas Jones.

MR. HAYNES: May I interrupt? I wonder if it wouldn't be helpful if Mr. Williamson could have the first part of your presentation typed so that we could all have a copy of it. The first part of your presentation was the descriptive matter which you are working on and the plan which you are working on. We could all have a copy of it. It struck me as being very short.

(Mrs. Steele hands papers to Mrs. Williamson.)

MR. STEELE: Now this is Mr. Jones from the University, now from the School of Education. He said in connection with the Student Board of Education is feeling with an old institution and it is dealing with the public school organization. Individual Board Member may be interested, but you can't make any contribution to the school system. He is very interested in our situation and he feels it would be very helpful to have the first part of the presentation typed so that we could all have a copy of it. The matter of ethics comes into this. It

1 is not quite ethical to proceed without terminating the  
2 contract. He knows about the Columbia study. He has students  
3 and colleagues involved in it. He feels that the study will turn  
4 up things to be done which cannot be done by the Superintendent  
5 alone. This is overestimating the role of the Superintendent.  
6 Congress and citizens are going to have to be involved. His  
7 immediate reaction is that three years is not a very long  
8 time. Three years is certainly not too long to give to search-  
9 ing for the man you really want and that you really need. The  
10 study is very likely to be consequential and may not only  
11 change the role of administrators in the school system but  
12 also the background for these roles. It is not only the  
13 Superintendent but the fact that he can no longer be backed  
14 up by those whose experience is only in the classroom. The  
15 school administration is going to have a new kind of specialist.

16 The local problem, that is, of the Superintendent, demands  
17 careful action. Just ending one Superintendent takes time.  
18 Disengaging him from the school system is one process and  
19 another lengthy process is finding the next person. He would  
20 be pleased to help us in any way he could to resolve our prob-  
21 lems. Distance is nothing. He travels often and his expenses  
22 would probably be paid by the other errands he was on when he  
23 was in the vicinity. He will be in Atlantic City this coming  
24 weekend at the Traymore Hotel.

25 The next one was Theodore Sizer, Dean of the School of



is not quite ethical to proceed without terminating the

experiment. He feels that the study will turn

up things to be done which cannot be done by the Superintendent

alone. This is overestimating the role of the Superintendent.

Progress and efficiency are things he has to be thankful, this

immediate reaction is that there is not a very long

time. Three years is something and the long to come to

the end of the road and that the really need. The

study is very likely to be consequential and not only

change the role of administration in the school system but

also the background for some other. It is not only the

Superintendent but the fact that he can no longer be

up by those whose experience is only in the classroom. The

school administration is going to have a new kind of specialist.

The local problem, that is, of the Superintendent, is

careful action. Just ending one Superintendent takes time.

Disengaging him from the current system is one problem and

another equally harder is finding him new ground. He might

be pleased to help us in any way he could in terms of

time, resources in training. He would like to see his

work probably be paid by the school system as well as

not to be voluntary. He will be an Assistant but this

work at the University level.

The next step was to get the Superintendent, that is, the

1 Education at Harvard. He says you have a problem. He said  
2 if he were the Superintendent, having been informed of the  
3 Board's indecision in this matter and consideration of  
4 looking over the field, he'd resign on the spot. Any kind  
5 of decision to fight it out would leave a scar on the system.  
6 I then indicated that I didn't think our Superintendent would  
7 fight it out. Individuals from Boards can ask advice from  
8 various sources on this kind of matter. This should be done  
9 all the time. He felt it was very difficult to suggest to  
10 this Board just how it should proceed at this time. He said  
11 we could draw up a description of what the Board thinks is  
12 necessary in the Superintendent and whether or not the incumbent  
13 fits. He suggested getting in touch with Danna Cotton, who is  
14 the Director of Placement from Harvard, who is on leave for  
15 a year. He has placed more Superintendents than any man in  
16 America. Now that was all from him.

18 The next one was Danna Cotton. He felt the procedure  
19 we proposed to use immediately would not be looked upon  
20 favorably. He felt the Board must decide one way or the other  
21 first. One way out would be a year's contract and then I told  
22 him that we could not do this. He said then we must make our  
23 decision and time is a tremendous factor. He said if you don't  
24 have anyone to count on to fill the position for a year-and-a-  
25 half while you are making a careful search, you are on dangerous  
ground. You had better stick with the situation unless you are



Education at Harvard. He says you have a problem. He said

...over the table, he'd resign on the spot. Any kind

of decision to light it but would leave a mark on the system

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we shall have up a new light of which we have heard things is

He suggested getting in touch with Dennis Cotton, who is

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The next one was Danna Cotton. He felt the procedure

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

have anyone to count on to fill the position for a year or so.

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... The last letter refers to the situation in the ...

1 of the opinion that it is completely untenable, he said.  
2 However, it does seem inappropriate to move now in view of  
3 the study that is going on now when we have made no evaluation  
4 with the Superintendent up to this time of his operation. He  
5 asked me about the health of our Deputy Superintendent, and I  
6 did have to say that according to my knowledge, it was not  
7 of the very best. He said we should probably sharpen up our  
8 competencies as a Board during the next three years and move  
9 ahead toward change. He said we could indicate to the Superin-  
10 tendent that this will be a final three years of service and,  
11 as we move towards the changes, both indicated by the study  
12 and from other sources, if we desire his help in evaluating  
13 and implementing these recommended changes as well as his  
14 help in seeking, evaluating, and preparing for new leadership,  
15 if we need his help in the course of all this, he would be  
16 delighted to help us.

17 The next person was Harold Hunt also of Harvard. He also  
18 has been on many teams placing Superintendents. He said we  
19 are going to have to reach a decision on renewal of the  
20 contract before we start looking. No professional would risk  
21 the ethics of putting himself in the field without a clear  
22 indication of the vacancy, he felt. After the survey is made  
23 of the type being conducted by the Teachers College, Columbia,  
24 the incumbent may want to step aside and let someone else take  
25 over. Then he talked about the Philadelphia situation and



of the opinion that it is completely untenable, he said.  
However, it does seem inappropriate to move now in view of  
the study that is going on now when we have made no progress  
with the Superintendent up to this time of his operation.  
We have to say that regarding the knowledge, it has not  
of the same kind. He said he would probably accept up to  
himself as a student during the next three years and make  
some further change. He said he would continue to the superin-  
tendent that this will be a final three years of service and  
as we have made the change, then indicated by the study  
and from other sources, it is better to help in evaluating  
and implementing these recommendations change as well as in  
help in seeking, evaluating, and preparing for new leadership.  
If we need the help in the future at all time, we should be  
obligated to help in.

The next person was Harold Ward of Harvard, he said  
has been on many times during his administration. He said he  
was going to have to make a decision on removal of the  
contract before we start looking. He mentioned that the  
the office of getting himself in the field without a clear  
indication of the way, he felt. After the survey is made  
of the type being conducted by the Federal College, especially  
the important way was to stop and let someone else take  
over. Then he talked about the relationship between the

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1 said that last summer the leadership of the Board indicated  
2 to Mr. Whittier that they were definitely desirous of making  
3 a change. He then, Mr. Whittier, indicated he would not want  
4 to have his contract renewed at the point of expiration, which  
5 is this spring. The Philadelphia Board then had the help of  
6 experts in looking and, as you know, they are securing a new  
7 Superintendent who is coming from Englewood, New Jersey.

8 The next is Dr. Connor, Dr. Forest Connor of the American  
9 Association of School Administrators. The procedure we are  
10 exploring is unethical prior to declaring an opening, he said.  
11 Should we persist in such a procedure, we will probably receive  
12 a warning on the ethics of it from the American Association of  
13 School Administrators and probably the National School Boards  
14 Association would go along with this. Before seeking other  
15 possible candidates, the position must be declared open.  
16 Some states, even states where the contract ends, the position  
17 is not filled until it is declared empty by the Board. He  
18 said that the Princeton, New Jersey case was somewhat the  
19 same as the one in Tennessee in that both had a new District  
20 established by combining two Districts, and that changed the  
21 incumbent's job or changed the job in hand. Once the position  
22 is declared empty, the Board can use consultants to seek and  
23 screen candidates, but, on the other hand, he says it is very  
24 good if the Board does this itself. The Board then has to  
25 come to grips with what it needs and wants and learns more for





1 itself by doing its own screening and interviewing. He con-  
2 sidered this a very fine experience for a Board. However,  
3 you could use consultants to help focus on needs if you really  
4 felt this was desirable. Then he went into our salary situation.  
5 He says our salary is deplorable in order to get the kind of  
6 person we need and probably want. The Washington situation  
7 is challenged, of course, but it is very difficult. We should  
8 seek to raise the salary but not to a fixed figure. We should  
9 seek to raise it in the neighborhood of a figure commensurate  
10 with the individual recruited and selected. In other words,  
11 he felt it should be in the neighborhood of \$32,000 but not  
12 stating that as the highest. We then discussed the fact that  
13 Congress plays a very big part in salary legislation and the  
14 complexity of pursuing a salary figure in this way. He  
15 suggested then the possibility of a foundation making up the  
16 difference and also that it might help by being a guide to  
17 Congressional action, but he stressed this matter of leaving  
18 it a flexible figure. He also said when the position is declared  
19 open, look at home first because other candidates you ask to  
20 apply are more than likely to say to you, "Do you have a  
21 probable candidate in your own system?" and, if you do, people  
22 may prefer not to apply until you have determined that. You  
23 can say that in all probability, no, you don't have a candidate  
24 from your own system, but you would not discourage people from  
25 your own system if they wish to apply. Keep in mind that people



itself by doing the same thing and investigation. In some  
 cases, there is a very fine distinction for a moment. However,  
 you could use considerable help from an agency if you really  
 want this one handled. There are many other ways of handling  
 the same one which is definitely in order to get the kind of  
 pattern we need for the study. The Washington situation  
 is changed, of course, but it is very difficult. It would  
 seem to take the same way but not in a fixed figure. It might  
 seem to take it in the neighborhood of a figure somewhere  
 with the individual's situation and interest. In other words,  
 as far as the figure is in the neighborhood of \$25,000 but not  
 stating that as the figure. We then discussed the fact that  
 the figure plays a very big part in salary legislation and the  
 complexity of pursuing a salary figure in this way. He  
 suggested that the possibility of a transition from the  
 situation and also that it might help by being a guide to  
 governmental action, but he stressed the matter of having  
 a flexible figure. He also said that the position in the  
 area, just as we first looked at the conditions you are so  
 apply and then likely to say to you, "Do you have a  
 possible candidate in your own agency?" or, "Do you have  
 any other way to apply which you have determined that you  
 can say that in all probability, no, you don't have a candidate  
 from your own agency, but you would not discuss people from  
 your own agency if they wish to apply. That is what they

1 from your own system have some advantage in that they, at  
2 least, know the situation. It will take a new Superintendent  
3 from outside the system at least a year to "Warm up the chair,"  
4 he said, that is, to know his way around in a system the size  
5 of Washington.

6 Mr. Phillips from the Office of Education could give us  
7 no help except to say to go to the American School Boards  
8 Association and to the Research Department of the N. E. A.

9 Now Mr. Connor gave me these figures on salaries of  
10 Superintendents and he said that this was confidential  
11 information. So that's why I didn't have it duplicated, but  
12 I will pass it around. I have added here the enrollments of  
13 the cities that are here. The enrollments don't quite fit  
14 these figures because the enrollments are taken from 1965-66  
15 enrollments, and, undoubtedly, these enrollments are now  
16 larger. Now you will see that in such places as Rochester,  
17 which has some very excellent people, both Mr. Goldberg, who is  
18 the Superintendent there and Mr. Shapiro, who is now there  
19 helping him, Rochester, as of two years ago, had a school  
20 population of 45,000, and perhaps it is now 47,000, but in  
21 1966-67, it is paying a salary of \$29,200 and in 1967-68, they  
22 are planning to pay him \$31,000. It has also been suggested that  
23 Mr. Marlin from Pittsburg is the type of Superintendent we  
24 might like. Their 1965-66 enrollment in Pittsburg was 77,900  
25 and their salary is \$42,000.



from your own system have been developed in that way, as  
I have seen the evidence. It is a fact that a new system  
from which the system of today is born is the result  
he said, that is, to know his way around in a system the way  
of Washington.  
Mr. Thompson from the office of education would give us  
the right answer to say to you that the system is  
Association and to the Research Department of the N. E. A.  
Now Mr. Conner gave me these figures on relative  
development and he said that this was confidential  
information. He said that I didn't have it disclosed, and  
I will pass it around. I have added here the enrollment of  
the cities that are listed. The enrollment doesn't give the  
these figures because the enrollment was taken from 1930-31  
enrollment, and, incidentally, these enrollment are not  
larger. The year will not show in each figure as before,  
which was some very excellent people, from Mr. O'Brien, who is  
the superintendent there and Mr. Baggett, who is the  
superintendent, as of two years ago, had a total  
population of 25,000, and because it is not 25,000, but in  
1930-31, it is giving a value of 25,000 and in 1931-32, the  
and planning to get the 25,000. It has also been estimated that  
Mr. Baggett from Chicago is the type of superintendent as  
about this. The 1931-32 enrollment is estimated at 25,000  
and that is the way it is.

1 DR. ALEXANDER: Washington has twice as many students as  
2 Pittsburgh.

3 MRS. STEELE: That is correct.

4 DR. ALEXANDER: I am just surprised.

5 DR. SESSIONS: What is the Pittsburgh salary?

6 MRS. STEELE: Forty-two thousand dollars for 1966-67.

7 Berkeley has a population or school enrollment of 15,790 and  
8 its 1965-66 salary figure is \$26,000.00. So when they tell  
9 us that we are -- Baltimore, of course, is larger, 188,000  
10 students, but they have a \$35,000.00 salary. I will pass  
11 this around and you can see it. Milwaukee, with a 123,241  
12 school population, has a \$31,000.00 salary. Minneapolis,  
13 with a 71,546 population, has a \$30,000.00 salary. Also, I  
14 do want to call your attention to this material that is at  
15 your desks this morning from Dr. Connor, which I think is  
16 even a good deal better than the material you received last  
17 week on the Board's responsibility for appraisal of executive  
18 results, and then, on the second page, criteria for judging  
19 the Superintendent and his work. I am sorry I don't know just  
20 what magazine Mr. Connor got this out of, but he assured me  
21 that it was so good that the magazine was practically worn  
22 out and that he was very lucky to get a good enough copy.  
23 This is a book that he sent to us that he thought would be  
24 very nice for us to have and it is a gift to us, "School  
25 Board-Superintendent Relationships," so this is a present to



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your desire this morning from Dr. Connor, which I think is  
to want to call your attention to this material that is at

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school population, has a \$31,000.00 salary. Milwaukee,

this around and you can see it. Milwaukee, with a 113,241  
population, has a \$32,000.00 salary. So when they tell

the 1955-56 salary figure is \$26,000.00. So when they tell  
Berkeley has a population or school enrollment of 15,750 and

MRS. STUBBS: Forty-two thousand dollars for 1955-56?  
DR. SAGGIONE: What is the Pittsburgh salary?

MR. ALEXANDER: I am just surprised.  
MRS. STUBBS: That is correct.

Pittsburgh.

1 us. That completes the report of the Committee. In doing  
2 this, I did it as an individual because in contacting these  
3 men, all but Mr. Connor and Mr. Phillips were by telephone  
4 and it necessitated calls to their offices and letting them  
5 know when somebody would be available for them to reach, and  
6 that really, I felt made it hard to deal this out to other  
7 members of the Committee, so I regret that and have tried to  
8 state, in essence, what each man had to say to us in regard  
9 to this. Are there any questions or anything from the Com-  
10 mittee?

11 DR. HAYNES: May I ask one question? Do you know  
12 whether these enrollments include public schools and private  
13 schools or not?

14 MRS. STEELE: I think simply the public schools. These  
15 are the public school figures. They are the enrollments  
16 coming from this, which is called, "Salary Schedule for  
17 Administrative Personnel, Public School Salaries," so this  
18 is a research report from 1966 salary schedules for adminis-  
19 trative personnel, 1965-66 and I took the enrollments from  
20 that, although the salaries are more recent. So I am sure it  
21 is public school enrollment only.

22 COLONEL HAMILTON: I have a question, Madam Chairman.  
23 Does the Personnel Committee, following your research, have  
24 any recommendation to make to the Board as to what we do now?

25 REVEREND HEWLETT: Before you answer that, Mrs. Steele,



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and its necessitated calls to their offices and letting them

know when somebody would be available for them to reach, and

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that, although the salaries are more recent. So I am sure it

is public school enrollment only.

COLONEL HAMILTON: I have a question, Madam Chairman.

my recommendation to make to the Board as to what we do now

1 may I just interpolate here a minute and give you a chance  
2 to formulate your recommendation? I would want to say thanks  
3 for the work you have been doing here and although it hasn't  
4 come out just as I had anticipated, I still think that the  
5 fact has been proven that this is not a unanimous decision  
6 on the part of the consultants, that whereas there are those  
7 who have said this is not a feasible procedure, there are  
8 those who also expressed some, as I would understand your  
9 report anyway, some approval and some possibility of there  
10 being help offered here, and I would also want to say that I  
11 think even in the kind of response of one such as Forest  
12 Connor, there is help, even though he says absolutely no,  
13 and I think also that there is some significance to the fact  
14 that here is a man who is in school administration and he,  
15 naturally, I would immediately see in the kind of reports  
16 you have brought, that this man's professional bias is being  
17 brought to bear, but, at the same time, if it would be nothing  
18 more than to say to us that here is the need to do something  
19 about the Superintendent's salary, I think it has been worthwhile,  
20 and I, therefore, say, in essence, that I appreciate very much  
21 the kind of work you have been doing here even though it  
22 hasn't uncovered as clearly that which I was hoping it would  
23 uncover when I made the motion.

24 DR. HAYNES: May I say, in looking over this, have you  
25 thought of what their median salary is? In the first place,



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to formulate your recommendations? I would want to say thanks  
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the kind of work you have been doing here even though it  
hasn't unfolded as clearly that which I was hoping it would  
unfold when I made the motion.

DR. HAYNES: May I say, in looking over this, have you  
thought of what their median salary is? In the first place,



1 isn't our salary for the Superintendent now different from  
2 \$26,000.00?

3 MRS. STEELE: No. It is \$26,000.00.

4 DR. HAYNES: I thought it was \$29,000.00. What happened  
5 to that new salary in the new salary bill?

6 MRS. STEELE: That did not go through.

7 MRS. WILLIAMSON: It didn't include the Superintendent  
8 or the Deputy.

9 DR. HAYNES: What is the average salary down the scale?  
10 It doesn't seem to be dependent upon population.

11 REVEREND HEWLETT: No, it doesn't. The other thing is  
12 that I noticed that school districts south of Washington  
13 where the standard of living is not as high as it is here,  
14 are ahead of us. The Superintendent in the Richmond School  
15 System makes more than he makes here, and I am sure the  
16 teachers' salary is below the level of the teachers' salaries  
17 here in Washington; so I really think that this is calling  
18 attention to a neglected aspect of our work that we haven't  
19 been contending for a salary increase for the Superintendent.

20 DR. SESSIONS: I agree. I think this report brings a  
21 very important matter into focus. I don't think that we can  
22 hope to go on forever paying the kind of Superintendent's  
23 salary that we pay. We have to do something in the long-range to  
24 bring this matter to the attention of Congress, and I think  
25 any Congressman ought to be able to see this, and, secondly,

What is the salary of the Superintendent of the District?

\$26,000.00

MRS. STEWART: No. It is \$26,000.00.

DR. HAYES: I thought it was \$20,000.00. What happened

to that new salary in the new salary bill?

MRS. STEWART: That did not go through.

MRS. WILKINSON: It didn't include the Superintendent

of the District.

DR. HAYES: What is the average salary down the scale?

It doesn't seem to be dependent upon population.

REVEREND NEWITT: No, it doesn't. The other thing is

that I believe that the salary of the Superintendent

where the standard of living is not as high as it is here,

are ahead of us. The Superintendent in the Richmond School

System makes more than he makes here, and I am sure the

teachers' salary is below the level of the teachers' salaries

here in Washington; so I really think that this is calling

attention to a neglected aspect of our work that we haven't

been contending for a salary increase for the Superintendent.

DR. HAYES: I think I have said that before.

Very important matter into focus. I don't think that we can

hope to go on forever paying the kind of salaries

salary that we pay. We have to do something to raise the

level of the salaries of the teachers and the Superintendent.

DR. HAYES: I think it is safe to say that the



1 I think we should certainly explore, and I say this without  
2 reference to who the Superintendent is going to be, I think  
3 we should explore the suggestions that came from Mr.  
4 Cremmins that we should attempt to secure a subsidy from a  
5 foundation until we can go to Congress.

6 COLONEL HAMILTON: My experience ten years ago in 1958,  
7 as the Secretary will tell you, that we combed every corner  
8 of this great country of ours and we had names by the score,  
9 I think 130 names were suggested, not applications, of  
10 people who were suggested to be outstanding educators and,  
11 in the final analysis, the final list consisted largely,  
12 except for the man from Syracuse, of small town men whose  
13 removal to Washington from their very small school districts  
14 did bring them increased compensation, and those were the  
15 only people who were motivated to show an interest to come  
16 here. The people that came here, four or five, that was the  
17 type of men who came. We felt that a person whose experience  
18 was as the head of a school system of six- or 7- or even  
19 fifteen-thousand students could hardly have the background  
20 and experience to cope with the tremendous problem which  
21 exists in Washington.

22 DR. ALEXANDER: Could I speak? I want to thank Mrs.  
23 Steele for this excellent report. I want to say that because  
24 of the expediency of this, I know Mr. Smuck and I have not  
25 had the opportunity to hear it. We heard it for the first



I think we should certainly explore, and I say that with  
reference to who the Superintendent is going to be, I think  
we should explore the suggestions that came from Mr.  
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was as the head of a school system of six- or 7- or even  
fifteen-thousand students could hardly have the background  
and experience to cope with the tremendous problem which  
exists in Washington.  
DR. ALEXANDER: Could I speak? I want to thank Mrs.

1 time as you are hearing it and I want to say that as I hear  
2 it, the gist of the whole thing, in answer to your question,  
3 Colonel, about recommendations from this Committee, is  
4 that we must make up our own minds as to what we are going  
5 to do and, after we make up our minds, then the issue will  
6 be ours to seek outside help, but I think the majority of  
7 the people, as I understand it, are saying that maybe it is  
8 unethical for us to do as was suggested earlier, and here is  
9 a question which I think came up at our previous Board meet-  
10 ing, the ethics of it. So, in answer to your question,  
11 Colonel, I think that this Committee, Mrs. Steele, please  
12 rule me out-of-order if I am out-of-order, is not to recom-  
13 mend.

14 MR. SMUCK: We must face the inescapable job of evaluat-  
15 ing the Superintendent and coming to a conclusion.

16 DR. ALEXANDER: You said it much better. That is what  
17 I was trying to say.

18 COLONEL HAMILTON: Wouldn't you say that since, due to  
19 circumstances, Mrs. Steele has had to carry the ball for the  
20 whole Committee, that this is a progress report, so to speak,  
21 and the Committee, as a whole, therefore, doesn't have, as of  
22 now, any recommendation to make. Would I be, wouldn't  
23 that be a fair statement?

24 MRS. STEELE: Well, this would be right for the Committee  
25 to sum up what has been said, which I think Ben has summed up



time as you are hearing it and I want to say that as I hear  
the Committee is going to be asked to make a report on the question.

Colonel, about recommendations from this Committee, is  
that we must make up our own minds as to what we are going  
to do and, after we make up our minds, then the issue will  
be ours to seek outside help, but I think the majority of

the majority of the Committee is going to be asked to make a report on the question  
of the Board of Directors which I think came up at our previous Board meeting  
and I think the Committee is going to be asked to make a report on the question

Colonel, I think that this Committee, Mrs. Steele, please  
rule me out-of-order if I am out-of-order, is not to recom-  
mend.

MR. SMUCK: We must face the inescapable job of evaluat-  
ing the Department's performance in a realistic manner.

DR. ALKANDER: You said it much better. That is what  
I was trying to say.

COLONEL HAMILTON: Wouldn't you say that since, due to  
circumstances, Mrs. Steele has had to carry the ball for the  
whole Committee, that this is a progress report, so to speak,  
and the Committee, as a whole, therefore, doesn't have as of  
now, any recommendations to make?

that be a fair statement?

Well, this would be right for the Committee  
to say as well as I think you have stated



1 fairly well, that to use the procedure of a team for finding  
2 candidates, while you have not made your position clear  
3 regarding your incumbent, is not a wise procedure to use.  
4 This is what they have mostly said. Some of them have said  
5 it from the standpoint of ethics and some of them have said  
6 it from the standpoint of bringing to focus people who would  
7 be likely -- he said people won't come forward probably  
8 except if they are old hats or wet behind the ears, and,  
9 therefore, my reaction to this is that this procedure at this  
10 time is wrong, and that, nevertheless, the Board would not  
11 want to put aside the use of experts at another juncture in  
12 this whole consideration, that I think what Colonel said is  
13 quite true, that we have to sit as a Board and evaluate.

14 DR. ALEXANDER: I think Mr. Smuck said it.

15 MRS. STEELE: Yes, we must evaluate the performance of  
16 the Superintendent, and whether this is something that we  
17 continue with for the next three years or whether we don't,  
18 but we must consider the factors; such as, salary and such  
19 as the Columbia Study.

20 MR. SMUCK: This matter of salary is peripheral now.  
21 We have got a situation we have got to meet right now. The  
22 salary matter is a matter we can take up later. We have got  
23 another fundamental decision to make first.

24 COLONEL HAMILTON: The question of salary was a perennial  
25 fight for years and years. In fact, there was some people

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1 in Congress, an effort was made to get an increase for the  
2 Superintendent's salary. Some of the people on the District  
3 Committee said the Superintendent of Schools should certainly  
4 not get more money than the Commissioners and at that time,  
5 it was more than the Congressmen earn. They get \$30,000.00.  
6 Up until the last single salary bill passed for the princi-  
7 pals, John Williams and some others on the House District  
8 Committee just demurred from having the Superintendent of  
9 Schools get so much more money than the men who run the  
10 town; namely, the District Commissioners. It has been an  
11 annual fight.

12 MRS. STEELE: I, in all honesty, and I have been on  
13 this Board a long time, I don't think the Board has ever  
14 taken a very aggressive position in regard to the Superin-  
15 tendent's salary. When the salary matter has been before  
16 the Committees, the House and Senate Committes, I am rather  
17 embarrassed to say that the Superintendent sort of had to  
18 carry the ball except for the President of the Board of  
19 Education.

20 COLONEL HAMILTON: Mr. Williams would make a speech all  
21 the time.

22 MRS. STEELE: But the Board has sort of left this to  
23 the two of them and really did not make very much of a strong  
24 statement about it with the community so that I think if this  
25 is to be changed, the Board would have to be far more vigorous



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is to be changed, the Board would have to be far more vigorous

1 than it has been in the past on this question.

2 MRS. STULTS: I agree with Jack that no matter who our  
3 Superintendent is, we certainly should proceed to try to do  
4 something about this salary. Perhaps the foundation is the  
5 approach to use.

6 DR. ALEXANDER: That is the first time I have heard that.  
7 I hear so much that we can't take funds from outside sources.  
8 Is that possible?

9 MRS. STULTS: It is possible if they are willing to  
10 give it to us.

11 DR. ALEXANDER: Good.

12 MRS. STEELE: It would have to be explored.

13 DR. HAYNES: It is a question that would have to be  
14 cleared in view of what Dr. Hansen said at the last meeting.

15 DR. ALEXANDER: When we were discussing the Stern  
16 Report, Dr. Hansen made it clear --

17 MRS. STULTS: That was a question whether the money is  
18 given to the individual or to the Board.

19 DR. ALEXANDER: This would be given to an individual.  
20 I hope it is possible.

21 COLONEL HAMILTON: I think it would be highly undesirable  
22 for a city system to go around passing the hat to a founda-  
23 tion to pay a Superintendent's salary, and please remember  
24 that up to the time Dr. Corning left, the salary was  
25 \$14,000.00, and it got to \$19,000.00 somehow here sometime



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MRS. STUBBS: I agree with Jack that no matter who our

representative is we must be prepared to pay an

amount which will be sufficient to attract the best

a person we use

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1 between Corning and Dr. Hansen, but that is what Corning was  
2 getting, and I think that was the salary when Hansen came in  
3 in 1958, \$14,000.00. Now high school principals get that  
4 much.

5 DR. ALEXANDER: They do?

6 COLONEL HAMILTON: More than that.

7 MRS. STEELE: The thing we do as a Committee, and we are  
8 really the whole Board here, is to hammer out what we do  
9 next. Does anyone have any suggestions?

10 COLONEL HAMILTON: You remember out at your house, Mrs.  
11 Steele, the little conference we had last summer on the  
12 budget, you remember, I came across some mottos and passed  
13 them around, something about, "God give me the strength to  
14 change what can be changed and to recognize what can't be  
15 changed and the wisdom to differentiate between one and the  
16 other." I commend that thinking to you and I hope that within  
17 the next few weeks maybe, there can be a meeting of the minds.  
18 I agree with the philosophy that if I was the man in the job,  
19 I would certainly have my pride wounded if you went out  
20 hunting for a replacement for me and that my continued term  
21 of office was contingent entirely on the fact of whether you  
22 could get somebody who the Board felt was superior to me.  
23 That is no kind of tenure at all. One person there thinks  
24 that if he was the person involved, he would resign forthwith.

25 DR. ALEXANDER: Madam Chairman, may I make this suggestion?





1 I heard someone say something similar to this a little  
2 earlier. Now this is just an idea. Could the Personnel  
3 Committee under our Chairman, Mr. Smuck and myself, take  
4 the information like this and the other information that  
5 has been sent to me to evaluate and some of the things that  
6 I am greatly concerned about, the conditions in our schools,  
7 discipline, et cetera, and could we meet and draw up some  
8 particulars to bring back to the Board for the Board to dis-  
9 cuss in detail? On that Committee, and I am going to be  
10 brutally frank, you would have Mr. Smuck that would present  
11 the thinking of some people on the Board; you would have  
12 myself that would represent the thinking of some people; and  
13 you have Mrs. Steele, who, I think, is, I don't want to use  
14 the word neutral, but let's say extremely fair or let's say  
15 Mrs. Steele, who might concede both sides rather clearly  
16 or can see both sides clearly. I hope I am judging you  
17 right, who could see both sides clearly and, in that way,  
18 we could have information we could bring back and then when  
19 we discuss this, we would have particulars before us, and I  
20 think we could do that. It would probably take two or three  
21 meetings of the Personnel Committee to do this, but <sup>when</sup> we are  
22 ready, we could ask the President to call a meeting and,  
23 at that time, we could throw it open and discuss it. That  
24 is just a suggestion.

25 MR. SMUCK: I don't see why we can't reach the decision



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is just a suggestion.

MR. SMUCK: I don't see why we can't reach the decision

1 such as is necessary right here.

2 COLONEL HAMILTON: We usually argue the matter out in  
3 the Personnel Committee. If what you say, Dr. Alexander,  
4 if you adopt it, it would be the duty of that Committee of  
5 three people, without our having the benefit of the sources  
6 of information which you have, to bring us in a balance  
7 sheet, and, frankly, this Board and every other Board has a  
8 right, upon proper showing, to fire a Superintendent and  
9 any employee of the Board, but I think that brings up the  
10 question as to why you are going to get rid of him tantamount  
11 to setting up a set of charges, charges of malfeasance and  
12 neglect of duty and general inefficiency, and then, in all  
13 fairness, the balance sheet ought to show something on the  
14 credit side.

15 DR. ALEXANDER: This is what I had in mind. Mrs.  
16 Steele gave to each Board member some evaluation sheets.  
17 This is the information we would take and evaluate and then  
18 you, of course, we would not make any recommendations. This  
19 is what I have in mind, but we would have information here  
20 for the Board's use. Now the whole Board can do this. It  
21 would be better, but I was thinking if three people would  
22 sit down and do this thoroughly, and I sometimes feel three  
23 people might be able to act on this a little better than nine  
24 getting together and then we could reach a decision, the  
25 whole Board could reach a decision.



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1 COLONEL HAMILTON: I read that questionnaire that Mrs.  
2 Steele sent to us all, but the problem with that is we'd  
3 get into picayunish things rather than addressing ourselves  
4 to the big problems that the Superintendent has got to solve.  
5 For instance, there is one question, and then I will be  
6 through, "Does the Superintendent use good English?" Well,  
7 it is assumed that a man who is a Doctor of Philosophy does  
8 use good English in his diction and in his writing and in  
9 his talking. I mean you are going to put a man up against  
10 that kind of questionnaire such as you are conducting a  
11 second class examination for a postal clerk or lettercarrier.  
12 Do you think you ought to run a man through the mill who  
13 is, even with all his faults, considered suitable for holding  
14 this high position? That is the kind of mill you are going  
15 to run him through, and then come in with a report like that.

16 DR. HAYNES: We know that a questionnaire is not made  
17 up for any individual. This is a questionnaire used through-  
18 out the country for different areas. It is no reflection  
19 on anybody who has to answer a questionnaire. Any of the  
20 questions in the questionnaire is, any question is no re-  
21 flection upon the person who answers it. It has nothing to  
22 do with the person who is going to answer it. They might  
23 ask him all sorts of things. However, there must be some  
24 place in the use of this questionnaire that this particular  
25 question fits in. That is the only reason it is there.

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question that is the only reason it is there.



1 COLONEL HAMILTON: Would you say that your procedure  
2 would be to get Carl Hansen in here and ask him all those  
3 questions?

4 DR. ALEXANDER: No. English is just one of the questions.  
5 There are many there.

6 MRS. STEELE: Let me say this. I felt that this material  
7 that you have today that Dr. Connor gave to me is better  
8 than the material that came to you because some of the cri-  
9 teria for judging a Superintendent in his work is much  
10 broader than the kind of questions in the former two tools  
11 that were used, and I think this whole thing about the  
12 Board's responsibility for appraisal in the second paragraph  
13 when it says, "The final appraisal must rest upon the most  
14 careful scrutiny and the best possible judgment the Board  
15 can collectively muster. Careless or unfair appraisal of  
16 the work of school executives by boards of education tend  
17 strongly to discourage the best type of men from entering  
18 the profession. The inevitable results of such treatment  
19 is that the schools, in general, suffer from the want of  
20 capable executives. If the final appraisal brings a  
21 conclusion that the Superintendent must be replaced by  
22 another, the matter must be ethically handled. In fact, a  
23 board does well to go the second mile in its treatment of a  
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1 observance about the fairness of the treatment. Otherwise,  
2 the schools of the community tend to become black-listed  
3 by the better Superintendents making it difficult to obtain  
4 a good Superintendent. Better Superintendents do not take  
5 care to get into communities where there is danger of care-  
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7 qualities of the Superintendents that the School System can  
8 attract, therefore, the boards should be sure that square  
9 dealing with its executive is an established local custom  
10 extending to one being displaced as well as any other."

11 Then on page 61 are the criteria and, as I say, I felt  
12 these were broader than the ones suggested prior to this.  
13 Now I don't know whether you want to use a specific tool  
14 such as this for Board discussion or whether you really just  
15 want to, at first, throw the whole question open and discuss  
16 it from the standpoint of --

17 MRS. STULTS: (Interposing) Is there a consensus that  
18 we should meet as a Board of Committee-of-the-whole to dis-  
19 cuss this?

20 MR. SMUCK: I'd like to see it done that way.

21 DR. ALEXANDER: I would.

22 MRS. STEELE: Yes.

23 DR. ALEXANDER: My point is I don't feel we are in a  
24 position, at least without some type of evaluation study  
25 being made by the Personnel Committee bringing various --



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1 Personally, this is how I feel, in all fairness to those  
2 concerned, that the best thing to do would be for the Per-  
3 sonnel Committee to do it. The other information I like  
4 that you gave us. I have not had a chance to go over this,  
5 but it was quite helpful to me. Not all the questions, some  
6 of them were ridiculous, but if we would spend the time, and  
7 it would take time to go over this thoroughly and reach some  
8 sort of, not recommendations but facts, and then call the  
9 President and say that the Personnel Committee is ready now  
10 to meet with the Board, and then we could sit down and satis-  
11 fy the whole Board and go through it. Then I think that  
12 might be better, I think.

13 COLONEL HAMILTON: The President has asked the Secretary  
14 to duplicate all that Mrs. Steele has said to us this morn-  
15 ing. Therefore, all nine of us will have the same information  
16 that the Personnel Committee will have.

17 DR. ALEXANDER: But you did say that you had not looked  
18 into this.

19 COLONEL HAMILTON: No, but we will look into it.

20 DR. HAYNES: I didn't say to furnish all of it.

21 DR. ALEXANDER: You are not the only one, Colonel. I  
22 have not gone into it thoroughly.

23 REVEREND HEWLETT: I think that what you are saying,  
24 Ben, is good except that there has to be a prior step, and  
25 I think we are in the process now of trying to take that

personally, this is how I feel. In all fairness to those concerned, that the best thing to do would be for the Personnel Committee to do it. The other information I like that you gave us. I have not had a chance to go over this, but it was quite helpful to me. Not all the questions, some of them were ridiculous, but if we would spend the time, and it would take time to go over this thoroughly and reach some sort of, not recommendations but facts, and then call the President and say that the Personnel Committee is ready now to meet with the Board, and then we could sit down and satisfy the whole Board and go through it. Then I think that might be better, I think.

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KEVERING HAMILTON: I think that what you are saying,

Ben, is good except that there has to be a prior step, and

I think we are in the process now of trying to take that



1 prior step. I think I would heartily agree that there ought  
2 to be some objective standard that you are calling evaluation,  
3 guides by which we reach a decision, but I don't think we  
4 are ready as a group to say you go on and draw them up.

5 DR. ALEXANDER: You mean the Personnel Committee?

6 REVEREND HEWLETT: Yes, and I think right now if we  
7 could address ourselves as a Board to what it is we want  
8 answers to, then we could turn it over into the hands of  
9 the Committee and ask the Committee to bring the answers  
10 to us. I think one of the reasons that certainly motivated  
11 my interest in making the use of consultants was to meet  
12 this very need. The question is being rightly asked, I  
13 think, on what basis are we making a decision, and I think  
14 it is very obvious that this question has not been clearly  
15 answered by the Board of Education, and until this question  
16 is answered, I think we have got problems and we will have  
17 to make a decision that represents our prejudice or our bias  
18 and if we, and it seems to me there is one major factor here  
19 that everybody is pointing to, and it is a reasonable thing,  
20 that we do have a Col. Study coming in. So when you say this,  
21 for some people it is just a delaying tactic; for others,  
22 it is a reality. It is a real fact as to do we ourselves  
23 know where we are going and where we expect to be three years  
24 from now until that study is in? So I don't think we can  
25 throw this out of consideration when we are talking about a





1 Superintendent. I also think that some of the failures  
2 that are, that we suffer as a Board, as a School System, we  
3 ought to be willing to ask are they the failures of the  
4 Superintendent or are they failures of the Board of Educa-  
5 tion or failures of our political system or what? I think  
6 these kind of questions we have got to answer. We have got  
7 to have some consensus on them before we are willing to turn  
8 it over to the Committee.

9 DR. ALEXANDER: I see. Well, then, let me start out  
10 by saying what I think are some failures in our system.  
11 That would start the ball rolling, if I may. This I hope,  
12 I hope this is off the record.

13 MRS. STEELE: I hope it all is.

14 DR. ALEXANDER: Last time it wasn't. It appeared in  
15 the "Evening Star" the next day.

16 DR. SESSIONS: I would like to speak to that point. I  
17 was very disturbed by the solemnity by which we agreed that  
18 the last meeting was an off-the-record meeting. I was very  
19 distressed that someone in this group leaked the story of the  
20 meeting to the Press, and gave a completely inaccurate version  
21 of my position. Under no circumstances could it be said  
22 that I spoke in opposition to Dr. Hansen at that meeting, and  
23 yet, because of the nature of the agreement that we made  
24 together, Dr. Hansen had only the version of my position at  
25 this meeting that was presented in the article of the "Star",



Superintendent. I also think that some of the failures  
that are, that we suffer as a Board, as a school system, we  
ought to be willing to ask are they the failures of the  
Superintendent or are they failures of the Board of Educa-  
tion or failures of our political system or what? I think  
these kind of questions we have got to answer. We have  
to have some consensus on them before we are willing to turn  
it over to the Committee.

MR. ALEXANDER: I see. Well, then, let me start out  
by saying what I think are some failures in our system.  
That would start the ball rolling, if I may. This I hope,  
I hope this is off the record.

MR. STEWART: I hope it all is.

MR. ALEXANDER: Last time it wasn't. It appeared in  
the "Evening Star" the next day.

MR. STEWART: I would like to speak to that point. I  
was very disturbed by the solemnity by which we agreed that  
the fact meeting was an all-Union meeting. I was very  
distressed that someone in this group leaked the story of the  
meeting to the Press, and gave a completely inaccurate version  
of my position. Under no circumstances could it be said  
that I spoke in opposition to Dr. Hansen at that meeting, and  
yet, because of the nature of the agreement that we made  
together, Dr. Hansen had only the version of my position at  
this meeting that was presented in the article of the "Star".



1 and I hope, Reverend Hewlett, you have corrected the record  
2 because you did have a directive to speak to Dr. Hansen on  
3 the sense of the meeting. I think whoever did this was the  
4 sort of person who would betray his country's secrets to  
5 the enemy in time of war. I feel very strongly about it,  
6 and I simply want to say for the record that I feel we are  
7 doing the public's business, and I, personally, will not  
8 honor any more pacts of secrecy on the basis of what happened  
9 at the last meeting.

10 REVEREND HEWLETT: Let me, Dr. Sessions, respond to  
11 only one thing, and that is your reference to my correcting  
12 the record with Dr. Hansen. I was authorized to go to talk  
13 with him to acquaint him -- I think we all know specifically  
14 what it was. Not wanting to take the responsibility of myself  
15 stating anything to Dr. Hansen that took place, I invited the  
16 Chairman of the Personnel Committee to go with me, and she  
17 and I went directly to Dr. Hansen's office, and I wouldn't  
18 try to say what we said there, but we did try to do what  
19 we had agreed to do here at the meeting in terms of informing  
20 him. We were very careful to make clear to him the fact that  
21 we were all sworn to secrecy, that nobody was going to talk  
22 to the Press, and we asked for the same oath from him, which  
23 he gave to us and expressed his appreciation for it. But  
24 after that, the fact is, I didn't even know the article had  
25 appeared in the "Star" until several days later. I came

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...the fact that I did not ...



1 across a Board member who brought it to my attention. So  
2 that since then, I haven't talked with Dr. Hansen about it  
3 and I haven't read the article yet so that I haven't had any  
4 opportunity or occasion to vindicate your position.

5 DR. SESSIONS: For the record, I did correct the record  
6 with Dr. Hansen.

7 MRS. STEELE: We simply stated to him the Board's  
8 interest in a study of this nature and that we were going  
9 to proceed to make such a study, and that was the gist of  
10 this and there was no conversation as to what individual  
11 Board members seemed to be feeling.

12 MRS. STULTS: I remember at that meeting, there was no  
13 discussion at the meeting of how individual members felt,  
14 and I am not going to tell anybody how I feel until I have  
15 a guarantee that it is not going to be leaked to the Press.

16 MRS. STEELE: Before we leave here, maybe it would be  
17 very well to state exactly where we are, and if we are not  
18 going to observe making no comments, at least have our com-  
19 ments correct.

20 MRS. STULTS: We should agree on the comments.

21 DR. SESSIONS: What I am suggesting, I think we should  
22 issue a joint statement as to where we are. I think this  
23 business of whoever can get the ear of a newspaper reporter  
24 is a target in this kind of a situation.

25 DR. ALEXANDER: The only thing I would want kept



across a Board member who brought it to my attention. That since then, I haven't talked with Dr. Hansen about it and I haven't read the article yet so that I haven't had any opportunity or occasion to vindicate your position.

DR. STURGES: For the record, I did correct the record

with Dr. Hansen.

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MRS. STURGES: I remember at that meeting, there was no

discussion at the meeting of how individual members felt, and I am not going to tell anybody how I feel until I have a guarantee that it is not going to be leaked to the Press.

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MRS. STURGES: We should agree on the comments.

DR. STURGES: I am not sure, I am not sure

issue a joint statement as to where we are. I am not

sure of whoever can get the ear of a newspaper reporter

is a target in the kind of a situation.

DR. ALEXANDER: The only thing I would want kept

1 confidential is the name of the person and that you may  
2 say anything else, but last Friday, Miss Lyons, who is the  
3 former Assistant Superintendent of Elementary Schools, came  
4 to me and she was encouraging me to support Dr. Hansen, and  
5 another teacher came to my home Sunday. I think she had  
6 been to the home of various other people, Mrs. Gladys Peter  
7 Payne. She said she had been to several people and they  
8 asked me my reasons for holding myself in abeyance, and  
9 this is what I said. As I go out into the School System,  
10 I find that Dr. Hansen does not have the loyalty among the  
11 teachers and principals that I think a Superintendent  
12 should have. I find Dr. Hansen issuing directives to prin-  
13 cipals about the track system and then there was one occasion  
14 that Dr. Sessions and I were at a school where there was  
15 also a newspaper article in one of the papers the day before  
16 or several days back in which Dr. Hansen had made it clear  
17 how he felt about this, but yet I found a principal, apparent-  
18 ly, definitely not aware of the directive from Dr. Hansen or  
19 had not read the newspaper article, and it seems to me that  
20 there is little coordination between the top and bottom, and,  
21 as I said to Miss Lyons, it seems as if the teachers, many of  
22 them, the principals, many of them, particularly in the schools  
23 that I have gone into, I can only speak for those, the  
24 counsellors and the others have little respect for carrying  
25 out directives from the top, and, if this is true, we cannot



...in the ...  
...  
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...that I have found that I am ...  
...commitment ...  
...the ...



1 have a good school system, and I asked Miss Lyons could she  
2 answer that question for me, why is it that in our school  
3 system that there seems to be, on the part of some people, a  
4 deliberate desire not to carry out the directives of the  
5 Superintendent. She could not answer that. She said she would  
6 try to go back and try to get an answer for me. I asked Mrs.  
7 Payne the same question, and she was not aware as to why this  
8 condition exists. It is known that it exists. There was no  
9 question that this condition exists.

10 MR. SMUCK: Was this an isolated case or was there a lot  
11 of frequency of this?

12 DR. ALEXANDER: Let's say this, I have been to 25 schools.  
13 Most of these schools are in the poverty areas. I must say  
14 that because, normally, I go to a school because I have either  
15 been invited or told to drop by, and I would say that in a  
16 high percentage of the schools I visited, this occurs.

17 COLONEL HAMILTON: Could I answer that question briefly?  
18 It would seem to me, Doctor, that what you are saying now could  
19 well be said in a discussion of the pros and cons of letting  
20 this man go or not letting him go. As to the situation which  
21 you allege exists in the school system, may I call your atten-  
22 tion to the fact that I wasn't at a meeting that was held by  
23 the Classroom Teachers Association last Saturday at which  
24 you were honored and at which you honored us by giving us a  
25 copy of your speech in advance, and which was quoted at some

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... to your question, and I think that your really was  
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COLONEL HAMILTON: Could I answer that question?  
... Doctor, that what you are saying now could  
well be said in a discussion of the pros and cons of letting  
this man go or not letting him go. As to the situation which  
... I will not  
... I don't see a solution that will  
... last  
you were honored and at which you honored us by giving us a  
... in answer, and which you expect to see



MINUTES OF THE SIXTH MEETING OF THE ELECTED BOARD OF EDUCATION

MARCH 5, 1969





MINUTES OF THE SIXTH MEETING OF THE ELECTED BOARD OF EDUCATION

MARCH 5, 1969

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MINUTES OF THE SIXTH MEETING OF THE ELECTED BOARD OF EDUCATION

EVANS JUNIOR HIGH SCHOOL

WASHINGTON, D. C.

MARCH 5, 1969

PRESENT: President James E. Coates, Vice President Anita Ford Allen, Mrs. Muriel M. Alexander, Mr. Edward L. Hancock, Mr. Nelson C. Roots, Mr. Albert A. Rosenfield, Mr. John A. Sessions, Mrs. Martha S. Swaim, Mrs. Mattie G. Taylor, and Mr. John H. Treanor, Jr.--Ten Board Members.

Executive Secretary Gertrude L. Williamson.

Superintendent William R. Manning; Vice Superintendent Benjamin J. Henley; Deputy Superintendent Norman W. Nickens; Assistant Superintendents James W. Ayers, Gilbert A. Diggs, George R. Rhodes and Granville W. Woodson; Delroy L. Cornick, Director, Department of Budget and Legislation and Bradford A. Tatum representing Assistant Superintendent Johnson and Frank B. Lawrence representing Assistant Superintendent Clark.

ABSENT: One Board Member--Mr. Julius W. Hobson.

President Coates called the meeting to order at 7:55 p. m.

The Executive Secretary announced a quorum present.

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### PRESIDENT OUTLINES PROCEDURES TO BE FOLLOWED DURING MEETING

President Coates stated the Community Meeting was held for the purpose of hearing interested citizens who had submitted a request to the Executive Secretary of the Board of Education at least twenty-four hours prior to the call of the meeting. The Chair stated in order to hear those citizens each speaker would be limited to five minutes of time; and that Mr. Hancock would serve as timekeeper. The Chair asked each speaker, as called, to give a copy of his statement to the Executive Secretary who, in turn, on the day following the meeting would send to each member of the Board, to the Superintendent and to appropriate school officers copies of the statements.

President Coates suggested that Board Members who had questions concerning any of the statements wait to ask such questions until they had received the written statements from the office of the Executive Secretary. The President concluded by stating any matters requiring administrative action would be referred to the Superintendent for a report to the Board.

### TWENTY-THREE SPEAKERS ADDRESS BOARD

1. Mr. Frank P. Bolden, Director, Department of Health, Physical Education, Athletics and Safety, addressed the Board concerning the total program of his department in the public schools. Mr. Bolden emphasized the importance of the physical education and health programs. He brought to the Board's attention minutes of previous Board meetings wherein the five-day-a-week program of health and physical education in the senior high schools was authorized and credit given for it. Mr. Bolden also included a copy of the Act passed by the 77th Congress in 1943 supplying funds for the additional teachers required to carry on the program.

2. Mrs. Delores Pryde, Chairman of the Education Committee, Benning Ridge Civic Association, addressed the Board on the needs of the schools in the area within the boundaries of the Benning Ridge Civic Association -- Davis, Nalle and Plummer Elementary Schools, Miller and Sousa Junior High Schools and Anacostia, Eastern and Spingarn Senior High Schools.

Mr. Sessions stated he believed the questions raised by Mrs. Pryde were very searching ones, but stated he thought they might be handled much better by the Ward Representative of the Board. Mr. Sessions added he thought it should be the Ward Representative's business to seek answers, and only if satisfactory answers could not be found should these matters come to the full Board.

3. Mr. S. Franklin Posey, President, Central Northeast Civic Association, addressed the Board concerning the naming of the proposed new school at 44th and Foote Streets, Northeast. Mr. Posey asked that the findings of the Committee on Naming Schools be set aside and that the proposed new school be named in honor of the late Dr. Martin Luther King, Jr.





4. Mr. Samuel L. Banks, Chairman, Far East Citizens for Quality Education, submitted to the Board a proposal concerning the school dropout.

5. Mrs. Patricia Wright, President, Aiton Elementary School, Parent-Teacher Association, addressed the Board concerning the need for establishing educational facilities for emotionally disturbed and neglected children; and the need for a pilot school for boys only with an all-male staff and a curriculum geared to the needs of boys.

6. Reverend H. Calmadge Dean, Central Union Baptist Church, addressed the Board in opposition to the proposed school site at 44th and Foote Streets, Northeast. Reverend Dean submitted six other sites in the area which a neighborhood committee found to be available.

At the request of several Board members, the Superintendent was asked to bring in a report at the March 19th meeting.

7. Mr. Arthur B. Haynes, Chairman, Steering Committee on Safety in the District of Columbia Public Schools, addressed the Board concerning a preliminary report submitted by the Committee.

Mrs. Allen stated that the final report should be submitted to the Superintendent for report at the next business meeting of the Board.

Before the next speaker addressed the Board, it was moved by Mrs. Taylor and seconded by Mrs. Swaim to amend the agenda so that speaker No. 19 be permitted to follow speaker No. 8 because of the relationship of their presentations.

Motion carried with Mrs. Allen abstaining.

8. Mr. Dick Brown, Education Division, United Planning Organization, addressed the Board concerning suspension and expulsion procedures. Mr. Brown presented a petition asking an investigation of some suspension cases, and in particular, a case at the Amidon School.

Mr. Treanor, Ward 1 representative, reported that he had made a preliminary investigation on this matter which had been referred to him by the office of the Executive Secretary, but that he wanted more time to complete his review.

The Chair directed that a report on the Amidon case to be submitted by the Superintendent, along with the information gathered by Mr. Treanor and Mr. Brown, be submitted to the Committee on Appeals and Grievances.

Mrs. Swaim announced that the Committee on Administrative Suspension would hold a meeting in Ward 6; date and place to be announced at the March 19th Board meeting.

Mr. Rosenfield, Chairman of the Committee on Appeals and Grievances, announced he would call a meeting on the Amidon case for Monday evening, March 10th at 7:30 p. m.





9. Mr. Bernell Tickles, parent at the Amidon Elementary School, addressed the Board concerning the suspension of his son.

The President stated that this matter had been referred to the Committee on Appeals and Grievances.

10. Mrs. Virginia Morris, a parent, addressed the Board concerning the Teachers' Union agreement, and the release of funds for transportation of students.

The Superintendent stated a summary of the Washington Teachers' Union contract had been prepared and was ready for the Board's examination.

11. Mr. John W. Burns addressed the Board concerning the priority listing given by the Board to the Woodson Senior High School in the Far Northeast and stressed the urgency of proceeding with its construction immediately.

Mrs. Allen explained the priorities of the Capital Outlay.

12. Miss Jean M. McNeill addressed the Board concerning the Foreign Language Department at Anacostia High School, and asked that action be taken to eliminate the obvious discrimination at Anacostia High School.

President Coates stated a request had been received to adjust the agenda to permit listed speaker No. 17, a student at Evans Junior High School, to address the Board at this time.

A motion to approve the request was made by Mr. Sessions, seconded by Mrs. Swaim and carried.

13. Miss Terry Hawkins, President, Evans Junior High School Student Council, submitted to the Board suggestions for improving school behavior which had been compiled from recommendations made by the student body.

Mr. Hancock commended Miss Hawkins for the excellent proposals.

A motion to amend the agenda to permit speaker No. 21, a student at Jefferson Junior High School, to address the Board at this time was made by Mrs. Swaim, seconded by Mr. Treanor and carried.

14. Miss Dana Smith, student at Jefferson Junior High School, addressed the Board concerning a breakdown in discipline at her school and suggested ways must be found to deal with disruptive students.

Mr. Treanor thanked Miss Smith for her eloquent and thoughtful presentation. He stated the Board must address itself to the problem of the disruptive youngster who had been too long neglected.

Mrs. Swaim stated she thought the Board must address itself to preparing teachers to cope with the problems of the inner-city child.

Mr. Rosenfield stated the Board needed flexibility in funding so it would be able to spend on whatever services were most needed -- in-service training, aides, etc.



At this point President Coates reminded the audience that the Board would hear only from those who had requested to be heard and had indicated the subject on which they would speak.

15. Mrs. Frances Fitz-Henley, a member of the Takoma Parent-Teacher Association, addressed the Board on the willingness of the Takoma Parent-Teacher Association to wait for a new building rather than accept an outdated, outmoded, still-to-be-built school.

16. Mrs. Mary Ann Wingenbach, membership Chairman of the Takoma Parent-Teacher Association, addressed the Board concerning current plans for the Takoma Elementary School replacement.

17. Mr. Daniel Safran, President of the Takoma Parent-Teacher Association, substituting for Dr. Tracy Walton, Vice President of the Parent-Teacher Association, recommended that all action on the Takoma replacement and addition be suspended and an investigation of the Buildings and Grounds Department be made.

Mrs. Alexander asked if something could not be done to revise the plans.

President Coates stated the matter would be referred to the Superintendent for a report to the Board.

18. Miss Doris C. Baker, Chairman, Discipline Committee, Evans Junior High School, addressed the Board concerning the unsafe conditions for pupils, teachers and administrators in the school and asked for help for emotionally disturbed children who made it impossible for teachers to teach.

19. Mr. Harold Smith, a teacher at Evans Junior High School, addressed the Board concerning behavior problems at the school and the need for constructive action to improve the educational climate.

Mrs. Swaim asked if he had any thoughts, pro or con, on establishing a separate school for emotionally disturbed youngsters.

Mr. Smith stated it was a complicated question with something to be said on each side.

Mr. Hancock stated not all children involved in disruptive behavior were emotionally disturbed. He stated that he hoped the Board would give consideration to establishing a vocational-type of education at the junior high school level. He reviewed the many problems existing at Evans and stated something must be done immediately to alleviate them.

Mr. Roots stated he was shocked at what he had heard and if such things were true parents could not be blamed for fleeing the area and city.

Mr. Roots and Mr. Treanor asked that Miss Baker as well as Mr. Smith submit their complaints and recommendations to the Board.

20. Mr. Earle L. White, a teacher at Evans Junior High School, presented slides showing destruction at the school. The slides were taken on March 3, 1969.





Mr. Hancock stated he did not know what else was being taught at Evans, but fear was learned early. He stated parents were afraid to testify.

21. Mrs. Mayola Thomas, a parent at Tri-School and Jefferson Junior High School, addressed the Board concerning the need for wholesome attitudes on the part of teachers, parents and students.

22. Mrs. Gant, a parent at Evans, addressed the Board concerning conditions at the school, specifically lack of books, lack of shop classes and suspension of students without notification to parents.

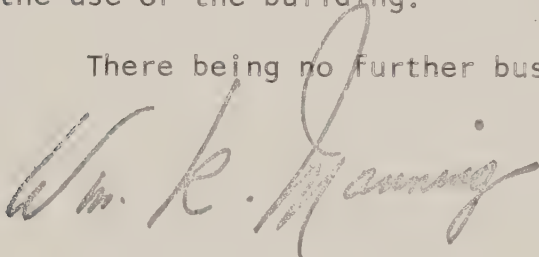
23. Mr. Albert Long, Chairman, Far East Community Services, Inc. Board of Directors, presented recommendations by his group endorsing (1) community selection in the naming of schools, (2) turnkey school construction, (3) after-school use of buildings on a staggered schedule, (4) use of crossing guards in attendance department, and (5) use of Police Cadets to assist school officials in maintaining order and discipline.

President Coates thanked the persons who had addressed the Board.


(Copies of statements are filed with original papers of this meeting.)

President Coates thanked the Principal of Evans Junior High School for the use of the building.

There being no further business, the Board adjourned at 12:00 midnight.



William R. Manning  
Superintendent - Secretary



Gertrude L. Williamson  
Executive Secretary  
Board of Education















# School Board Reports...

42

## *A Summary of Action by the D.C. Board of Education*

Meeting of March 19, 1969

### PLEASE POST ON BULLETIN BOARD

Minutes of the following meetings were approved:

February 5, 1969  
February 12, 1969  
February 19, 1969

Takoma Elementary School. The Board approved taking the necessary and appropriate action to stop immediate construction of the Takoma Elementary School Replacement and any additions thereto.

New School at 44th and Foote Streets, N. E. (1) Approved requesting that the D. C. Government halt acquisition of the properties located in the site for the construction of a new elementary school at 44th and Foote Streets, N. E.; (2) directed that the proper persons be notified to stop the purchase of homes; and (3) that no further action be taken in connection with this project until a Committee of the Board of Education has made a study and brings its recommendation to the Board.

Note: A committee was appointed to study the needs of the community in Takoma Elementary School Area, and the site at 44th and Foote Streets, N. E. relative to construction plans and securing land from the Park Service.

Capital Outlay. Amendments to the 1970 Capital Outlay Budget were referred to the Budget Committee.

Woodson Senior High School. Received a progress report indicating that this school has a high priority in the Capital Outlay Budget requests.

Thomas Elementary School Addition. The Board accepted the plan for the addition as presented by the firm of Gray, West and Wilson and requested that it be presented to the D. C. Department of Buildings and Grounds, to award this firm with a contract to design and fully develop the plan for the Thomas Addition.

IBM Stock. The following Board Members were appointed to a committee to study the legality of giving nine shares of IBM Stock to the educational fund for the sons of Herman Clifford:

Mr. Sessions  
Mr. Rosenfield  
Mr. Treanor

Education Professions Development Advisory Council. Approved the report of the committee recommending members to serve on the Council.

Board Rules. Approved an extension of a period of 30 days for a report by the Committee to Study Revision of Rules.

Textbooks. The Board approved the report of the Committee to Review Textbooks for Elementary, Junior, Senior, Vocational High Schools and Adult Education with the recommended additions, revisions and deletions.

Board of Education Office. Board approved the transfer of the Office of the Executive Secretary of the Board to the direct supervision of the Board. The following Board Members were appointed to serve on a committee to study a position paper on the reorganization of the Board Office:

Mrs. Swaim, Chairman  
Mr. Treanor  
Mrs. Alexander

Legal Powers. Board approved the report of the Committee on Legal Powers.

School Construction Study. A proposal concerning an action program for school development was referred to the Superintendent for report.

Personnel Actions. The following personnel actions were approved:

Promotions made Permanent:

Mr. Benjamin J. Henley, Assistant Superintendent, Urban Service Corps  
Mr. Millard Williams, Assistant Principal, Junior High School  
Mrs. Doris H. Edwards, Assistant Principal, Miner Elementary School  
Mr. Gerald R. Brown, Assistant Principal, Senior High School  
Mr. Frederick L. Couzzens, Assistant Principal, Elementary School  
Mr. J. Weldon Greene, Assistant Principal, Elementary School  
Mrs. Lozelle J. DeLuz, Assistant Principal, Elementary School  
Mr. John D. Howard, Assistant Principal, Elementary School

Return to Duty:

Mrs. Charlotte K. Brooks, Supervising Director, Department of English



Filling Positions:

Mr. Clarence W. Taylor, Principal, Crummell Elementary School.  
Mrs. Josephine W. Teague, Principal, Fillmore, Hyde and Jackson Elementary Schools.  
Dr. Wilbur A. Millard, Assistant Superintendent, Pupil Personnel Services.  
Mr. John W. Haywood, Director, School Desegregation Program.  
Mr. Reuben G. Pierce, Supervising Director, Department of Science.  
Mr. John R. Jackson, Digital Computer Systems Administrator, Department of Automated Information Services.  
Mr. Kenneth W. Nickoles, Deputy Director, Employer-Employee Relations, Division of Personnel Services.

The following-named persons to be assigned as Principals, Elementary Schools, as vacancies occur:

Mrs. Inez G. Wood  
Mr. Vernon C. Wilson  
Mrs. Shirley G. Hayes

Resignations:

Dr. Joseph M. Carroll, Associate Superintendent, Planning, Innovation, and Research, effective July 15, 1969  
Mrs. Elizabeth M. Goodman, Principal, Sharpe Health School, on leave, effective February 28, 1969  
Mr. Alexander P. Grant, Computer Systems Analyst, Department of Automated Information, effective February 22, 1969  
Dr. Rufus C. Browning, Assistant Superintendent, Department of Personnel, effective June 3, 1969

Retirements:

Mr. Randall R. Evans, Principal, Cardozo High School

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident.

The second part of the paper is devoted to a discussion of the various theories of the origin of life. It is shown that there are three main theories: the theory of spontaneous generation, the theory of biogenesis, and the theory of abiogenesis. Each of these theories is discussed in detail, and the evidence for and against each is presented.

The third part of the paper is devoted to a discussion of the evidence for the origin of life. It is shown that there is a great deal of evidence in favor of the theory of abiogenesis. This evidence includes the discovery of fossilized microorganisms, the discovery of the structure of DNA, and the discovery of the chemical pathways that lead to the formation of life.

The fourth part of the paper is devoted to a discussion of the implications of the origin of life. It is shown that the origin of life has important implications for our understanding of the universe and for our understanding of ourselves. It is also shown that the origin of life has important implications for the search for life on other planets.

The fifth part of the paper is devoted to a discussion of the future of the study of the origin of life. It is shown that there is still a great deal to be learned about the origin of life, and that the study of the origin of life is one of the most exciting and important areas of research in science today.

The sixth part of the paper is devoted to a discussion of the conclusion of the paper. It is shown that the origin of life is a complex and fascinating problem, and that the study of the origin of life is one of the most important areas of research in science today.

The seventh part of the paper is devoted to a discussion of the bibliography of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The eighth part of the paper is devoted to a discussion of the index of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The ninth part of the paper is devoted to a discussion of the appendix of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The tenth part of the paper is devoted to a discussion of the conclusion of the paper. It is shown that the origin of life is a complex and fascinating problem, and that the study of the origin of life is one of the most important areas of research in science today.

The eleventh part of the paper is devoted to a discussion of the bibliography of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The twelfth part of the paper is devoted to a discussion of the index of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The thirteenth part of the paper is devoted to a discussion of the appendix of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The fourteenth part of the paper is devoted to a discussion of the conclusion of the paper. It is shown that the origin of life is a complex and fascinating problem, and that the study of the origin of life is one of the most important areas of research in science today.

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The sixteenth part of the paper is devoted to a discussion of the index of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.

The seventeenth part of the paper is devoted to a discussion of the appendix of the paper. It is shown that there is a great deal of literature on the origin of life, and that the study of the origin of life is one of the most important areas of research in science today.



Washington, D. C. Student-School Board Seminar

Dates: December 27, 28\*

Place: Naval Training Site ~~Center~~  
Bainbridge, Maryland  
(This is a military base; participants will have no access  
to base facilities) ?

Mode of Transportation: Probably chartered buses

Times: Departure from D. C. - 9:00 Friday morning  
Departure from Bainbridge - 4:00 Saturday afternoon  
Arrival in D. C. approximately 6:00 p.m.

Items to Bring: 1. towel and wash cloth  
2. musical instruments (not records) for talent show  
3. notebook and pen or pencils  
4. no need to bring money



